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ABSTRACT

Designed to provide an input to the Southern Association of Colleges and Schools' Committee on Occupational Education, this study took on national significance and is the first comprehensive study of accreditation for occupational education. This study outlines the development, organization, and procedures of the regional specialized, and governmental accrediting agencies in the United States. The arguments for and against separate accreditation of occupational education are discussed. Because of the rapid growth of occupational education, problems still exist in judging its effectiveness. In addition to a review of literature, procedures included letters soliciting information, personal interviews, and the use of questicnnaires. Suggestions for future action on the part of accrediting agencies are included. (Author/GEB)

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THE STATE OF ACCREDITATION AND EVALUATION OF POSTSECONDARY OCCUPATIONAL EDUCATION IN THE UNITED STATES

CHARLES F. WARD
CENTER FOR OCCUPATIONAL EDUCATION

CENTER RESEARCH AND DEVELOPMENT REPORT NO. 12

CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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Charles F. Ward

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
Raleigh, North Carolina

1970

PREFACE

Since its inception, the Center for Occupational Education has had as one of its goals the improvement of the evaluative process in occupational education. Because of the burden placed upon accrediting agencies to evaluate occupational education and because of the relative inexperience of many of these agencies in the area of occupational education, the Center chose to direct part of its efforts toward improvement of the evaluative process underlying accreditation. To this end, the Center has worked with the Southwide Research Coordinating Council, the Southern Association of Colleges and Schools, the American Vocational Association, and, more recently, various other accrediting agencies and associations in an effort to bring about improvement in the accrediting process.

The study contained herein was begun in cooperation with the Southern Association of Colleges and Schools' Committee on Occupational Education, and its initial intent was to provide an input into that Committee's efforts to develop standards and criteria for the evaluation of occupational education in the South. Once begun, however, it was recognized that the study could have national importance in the development of standards and criteria for accreditation of occupational education. The rationale underlying the study is that an effective analysis of the "state-of-the-art" is a necessary prerequisite to further developing of the field.

While the study was begun in an effort to provide an input for the Southern Association's efforts in accreditation, it must be emphasized that the conclusions of the study were reached independently by the project director, and no concurrence on the part of the Southern Association is either claimed or implied.

All Center publications are subject to critical review prior to publication. The members of the review panel who reviewed this manuscript and recommended its publication were: Dr. Joseph T. Nerden, Professor of Industrial and Technical Education, North Carolina State University; Dr. Carl F. Lamar, Assistant State Superintendent of Education for Vocational Education, Kentucky; and Mrs. Joyce Logan, Coordinator of Reimbursed Programs, Madison Area Vocational School, Madisonville, Kentucky.

This work is the first comprehensive study of accreditation across the nation, and the Center wishes to thank Dr. Ward for his ambition and skill in this monumental and unique undertaking. Grateful appreciation is also extended to Mrs. Sue King for editing the manuscript and to the entire Center staff for their tireless efforts toward the publication of this report.

John K. Coster, Director
Center for Occupational Education

SUMMARY

This study outlines the development, organization, and procedures of the regional, specialized, and governmental accrediting agencies in the United States. The arguments for and against separate accreditation for occupational education are discussed. Because of the rapid growth of occupational education, problems still exist in judging its effectiveness. The paper concludes with suggestions for future action on the part of all accrediting agencies.

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CHAPTER I

INTRODUCTION

Within the last decade there has been a tremendous and unprecedented increase in public support of postsecondary occupational education at less than the bachelor's degree level. Among the various factors contributing to this increase were technological advances requiring an increased number of technicians to support professional personnel; the displacement of unskilled and semiskilled workers by automation; and an increasing demand for skilled craftsmen and adequately trained workers in industry, business, and the health occupations to provide the goods and services required by an affluent society.

Both state and federal governments have increased emphasis on and support for postsecondary occupational education. Prior to 1960 the federal government contributed approximately $50 million a year to all vocational education, but beginning with the 1963 Vocational Education Act, Congress abandoned the earlier concept of categorized allocation and raised the authorized federal contribution to a plateau of $225 million by 1965. Amendments enacted in 1968 raised the authorization to $542 million (all titles) for 1968 with annual increments reaching a plateau of $910 million by 1973. Thus within the 1960-70 decade the federal contribution to vocational education, a large portion of which is earmarked for postsecondary schools, increased over 18-fold. Additionally, the federal government has provided funds under the Manpower Development Training Act of 1962, the Allied Health Professions Personnel Training Act of 1963-66, the Nurses's Training Act of 1964, the Higher Education Act of 1965, the Economic Opportunity Act of 1965, and the Health Manpower Act of 1968. Each of these acts provides substantial funds for postsecondary occupational education. At the same time many of the states have reacted by establishing or expanding statewide systems of community colleges, technical institutes, or area vocational schools and by appropriating ever-increasing amounts for occupational education. For example in 1968 on a nationwide basis the states were appropriating $3.65 for each dollar of federal funds appropriated under the 1963 and 1968 Vocational Education Acts.[1]

With the increased federal and state emphasis upon occupational education there has been a concomitant emphasis upon research and evaluation to determine the quality and effectiveness of programs of occupational education. The 1963 Vocational Education Act required the establishment of a National Advisory Council to make a study (repeated at five-year intervals) of vocational education and, by January, 1968, to

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[1]Fact Sheet: Vocational Education -- Fiscal Year 1968 Data (Washington, D. C.: Division of Vocational and Technical Education, Department of Health, Education and Welfare, August, 1969), p. 7.

report to and advise the Secretary of Health, Education, and Welfare concerning its recommendations for vocational education. Furthermore, a substantial portion of the 1963 Act funds were earmarked for research, evaluation, development, and experimentation. The 1968 Amendments expanded the duties of the National Council to include a review of the administration and operation of vocational education programs, including the effectiveness of such programs in meeting the purposes for which they were established and operated; to conduct independent evaluations of programs; and to review possible duplication of vocational education programs at the postsecondary and adult levels. The 1968 Amendments also required each state to establish an advisory council to perform at the state level functions analogous to those of the National Advisory Council.[2] The 1968 Amendments also stipulated that ten percent of all funds allocated to the states be used for research, training, development, experimentation, and evaluation.[3]

Monies appropriated under the 1963 Vocational Education Act and the 1968 Amendments are allocated to the respective states and are spent in accordance with a previously approved state plan. However, many of the other acts enumerated above, including the Nurses's Training Act of 1964, the Higher Education Act of 1965, and the Allied Health Professions Personnel Training Act of 1966, allocate funds directly to individual institutions. To provide some degree of assurance that these funds are allocated only to institutions meeting minimum educational standards, Congress has included provisos in these acts to the effect that institutions are eligible recipients only if they (or a particular program to be funded) are accredited by a "nationally recognized" accrediting agency. Such provisos require the Commissioner of Education to provide a list of those nationally recognized accrediting agencies or associations which he determines to be reliable authority for the quality of education offered within a particular program or institution. With the exception of one or two state agencies, the Commissioner of Education has turned to the regional accrediting associations and a number of specialized accrediting agencies to be arbiters of institutional or program quality. Although practically all of these agencies are extra-legal and participation is voluntary, they have, by virtue of these enactments, become quasi-governmental. Submission to their bylaws and regulations and adherence to their standards is a necessity if a public institution is to receive federally appropriated monies collected from the taxpayers of the respective states.

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[2]Vocational Education Amendments of 1968, Public Law 90-576, Title I, sec. 104.

[3]Ibid., sec. 102 (a) and sec. 132.

Nature of the Problem

There is a pressing need to determine the extent to which there exist systematic, reliable, and valid methods of evaluating the effectiveness and quality of postsecondary occupational education at the local, state, and national levels. Increasing financial commitment to such education by federal and state governments, coupled with increasing competitive demands upon limited resources to fight crime, pollution, and poverty, makes it imperative that the utilization of funds allocated to occupational education be maximized in terms of such factors as reduction of unskilled unemployment or underemployment, benefits to the maximum number of people, and benefits to society as a whole. A minimization of excessively high or low standards, duplication of effort, the teaching of obsolete skills, and the output of trained individuals in excess of market demands is also required.

Since the extra-legal accrediting associations are serving a governmental function by determining institutional eligibility for substantial amounts of federal funds, the reliability of the instruments used in the accrediting process and the validity of such instruments in predicting quality in programs of occupational education is a point of public concern. Another area of legitimate concern is the extent to which these regional and specialized accrediting agencies and associations possess the expertise to make judgments concerning occupational education, the extent to which persons possessing expertise in occupational education are represented on decision- and policy-making boards, and the extent to which the public interest is represented by the inclusion on decision- and policy-making boards of individuals who represent the public interest and who do not have a vested interest in the actions of the agency or association.

In the governmental sphere, there needs to be an examination of the procedures and techniques which have been utilized in the evaluation of occupational education and in assessment of the extent to which the techniques utilized have been determined to be reliable and valid measures of a quality product.

Therefore, the focus of the problem is upon accreditation of occupational education as a process and evaluation as a technique. To put the problem in perspective requires an appreciation of some of the issues facing the accreditation movement and an understanding of the application of certain evaluative techniques.

Background of the Problem

The Process of Accreditation

In a philosophical context the most prolific as well as one of the more critical writers on accreditation is William K. Selden, former

Executive Secretary of the National Commission on Accrediting, who commented:

> In the whole history of accreditation only a single extensive attempt has been made to study the factors and the bases on which an institution should be accredited. That was in the early 1930's at a time when higher education was less diversified, less complex, and encountering fewer dynamic changes than today. Fortunately for all higher education many individuals are convinced that the time is arriving for a new anaylsis of accrediting--this time on a broad cooperative basis. However, if the regional associations do not squarely face the question of the soundness of their methods and the validity of their criteria, other forces will develop and challenge the authority of the colleges and universities to evaluate themselves through their own accrediting organizations.[4]

Selden also felt that regional accreditation has diminished comparatively in importance, which he attributed to the fact that the stronger institutions are no longer threatened by the weaker ones and are therefore more interested in self-improvement than in identification or improvement of weak institutions. This divergence of interest has caused a dilemma for the regional associations which has been compounded by their insistence on a uniformity of approach to both strong and weak institutions, i.e., recommendations for self-improvement. The result, Selden contended, is that other organizations, such as benevolent foundations and specialized accrediting agencies, are much more interested in identifying quality institutions than are the regional associations. Still, the regional associations have four major areas of responsibility which have not been adequately met: (1) non-accredited colleges; (2) over 200 non-accredited junior colleges; (3) specialized institutions such as trade schools and technical institutions; and (4) graduate work. In Selden's opinion, the regional associations have not only failed to perform adequately in these areas--they have even resisted the efforts of those who wish them to do so.[5]

In another article addressed to higher education, Selden indicated that if institutions of higher education are to continue to warrant the confidence of society, these institutions and the professions represented in their faculties must improve accreditation. But improvement has been hampered by several factors including a belief in academic circles that most regulations thwart educational development, apathy on the part of administrators of influential colleges, confusion as to the purposes of accreditation, wide differences of opinion as to which

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[4]William K. Selden, Accreditation (New York, New York: Harper and Brothers, Publishers, 1960), p. 44.

[5]William K. Selden, "The Relative Unimportance of Regional Accreditation," The Journal of Teacher Education, Vol. 13 (September, 1962) 319-326.

factors should be judged in measuring the quality of an institution, and, finally, the tendency of educators to be more concerned with their own fields of study or with their own institutions than with the total governance of higher education. Selden concluded that higher education, which has become so vital to the national welfare, will not be permitted to enjoy a privileged position in self-government unless it regularly and consistently places the welfare of society ahead of interest in the individual institutions or the individual profession.[6]

Selden also cited two weaknesses of present accreditation as (1) an inability to evaluate quality in education and (2) the failure among accrediting agencies to agree upon the relative emphasis which should be placed upon different features of their evaluative process.[7]

Finally, Selden held that with the passage of time, accrediting agencies, initiated by honorable but selfish motives of the members, have discovered that their accrediting activities also perform a needed function for society. But as functions have been transformed to meet the needs of society and the body politic, traditional organizational structures which cannot adapt or respond adequately to new and more complex needs have been maintained.

To meet changing needs Selden recommended changes in licensing procedures to include public representation, membership changes in the National Commission on Accrediting, and reorganization of the regional accrediting associations. These associations should be geographically realigned and be prepared to conduct accreditation of institutions regardless of the specialized or technical nature of their offerings. Such agencies should, he concluded, recognize that their primary obligations are now to society and not to their institutional members.[8]

The obligation to society which has been thrust upon the accrediting associations, regardless of their inclinations, was recently affirmed by the United States District Court which ruled that a regional accrediting association could not deny an institution consideration for membership solely because of its proprietary status. Part of the court dictum stated:

> . . . accreditation has been established in the public mind as a mark of distinction and quality. It confers a significant competitive advantage on defendant's members as distinguished from

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[6]William K. Selden, "Nationwide Standards, and Accreditation," AAUP Bulletin, Vol. 50 (winter, 1964), pp. 311-16.

[7]William K. Selden, "The Place of Accreditation in the Governance of Higher Education," Educational Record, Vol. 15 (September, 1964) pp. 262-68.

[8]William K. Selden, "A New Translation of an Old Testament," Educational Record, Vol. 49 (winter, 1968) pp. 109-15.

non-members. In view of the great reliance placed on accreditation by the public and the government, these associations must assume responsibility not only to their membership but also to society. There is need for the application of sound standards in the evaluation of all schools and for increased coordination and understanding throughout the educational world. The regional accrediting associations and the Federation have an opportunity to provide new leadership in orienting their policies toward the broader welfare of society and the public interest.[9]

The initial decision has since been reversed by a court of appeals. It is now under appeal to the Supreme Court of the United States.

Turning more to issues confronting occupational education within two-year colleges, Meder expressed the opinion that unless there is a "social need" for accrediting (or licensing) of occupational curricula, he is against program accreditation. He contended that such programs are self-accrediting in that their graduates are either employable or not employable. Where there is inherent danger to either student or public there should be both licensing to insure the quality of the product and accreditation to insure minimum program standards, he concluded. Licensure should, however, be a state responsibility not to be confused with accreditation.[10]

In 1964 Congress appropriated funds supporting associate degree nursing programs (offered primarily in two-year colleges) but tied eligibility to accreditation by a recognized accrediting agency which the Commissioner of Education subsequently determined to be the National League for Nursing. Merson, in criticizing this action, pointed out that at that time only three of 119 existing associate degree nursing programs were accredited by the National League for Nursing. Further, most two-year college officials had avoided specialized accrediting agencies, opting instead for institutional accreditation. The answer, Merson concluded, is for the regional associations to evaluate the whole institution, which cannot be accomplished as long as the regional associations pay undue emphasis to associate degree and college transfer programs to the neglect of vocational-trade and adult education.[11]

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[9]Marjorie Webster Junior College vs. Middle States Association of Colleges and Secondary Schools, Civil No. 1515-66, U. S. District Court, Washington, D. C. (complaint filed June 10, 1966).

[10]Albert E. Meder, Jr., "Federation of Regional Accrediting Associations," American Association of Colleges of Teacher Education Yearbook, Vol. 19 (1966), pp. 68-69.

[11]Thomas B. Merson, "The Crisis in Accreditation," Junior College Journal, Vol. 35 (April, 1965), pp. 6-8.

In an article emanating from the North Central Association, Bartlett outlined that Association's rationale for accrediting only occupational education leading to an associate degree. The main thrust of the article was the justification of the Association's requirement concerning general education (liberal arts) in these curricula. He opined, however, that institutions should be encouraged to include general education in occupational courses leading only to a diploma or certificate.[12]

Harris recommended that regional accrediting associations encourage the trend toward comprehensiveness in community colleges and insist that associate degree programs be at the collegiate level and meet general education requirements. It was Harris' opinion that the higher education commissions of the regional associations should not concern themselves with accreditation of schools not conforming to the associate degree-general education concept. "Accreditation" of area vocational schools focusing on secondary or non-collegiate levels could best be performed by state departments of education; accreditation as a college should be granted to educational institutions, not "job training centers," he concluded.[13] Implicit in Harris' thesis is the suggestion that even within institutions offering an associate degree, the regional associations should concern themselves only with the degree-granting programs, regardless of the number and types of non-degree programs an institution might offer.

In emphasizing specialized and institutional accreditation as a means of voluntary quality control for technical-vocational schools, Dickey contended that is was imperative that accreditation be viewed not just as a function protecting the quality, freedom, and integrity of an institution and its program, but also as a vehicle to serve the welfare of the nation where such service is needed. It is quite clear, according to Dickey, that the nationally recognized accrediting associations cannot afford to serve only the institutions themselves, nor can they serve effectively if they recognize only certain segments of postsecondary education and ignore other parts. As perceived by Dickey, the best type of relationship for occupational education is one in which the regional and specialized accrediting associations recognize the place and value of state approval agencies and the states, in turn, appreciate the need for and the unique role of the accrediting agencies.[14]

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[12] Robert C. Bartlett, "Accreditation as it Relates to Technical-Vocational Programs in Institutions of Higher Education," The North Central Association Quarterly, Vol. 42 (Spring, 1968), pp. 312-15.

[13] Norman C. Harris, "The Accreditation of Technical Schools--Some Major Issues," The North Central Association Quarterly, Vol. 42 (Spring, 1968), pp. 316-21.

[14] Frank G. Dickey, "Voluntary Quality Control for Vocational-Technical Schools," Compact, Vol. 2 (June, 1968), pp. 20-21.

The Education Commission of the States (ECS) put the issues, problems, and alternatives concerning accreditation of occupational education in excellent perspective. Factors which complicate accreditation of occupational education are: (1) failure to determine whether program accreditation, institutional accreditation, or both are at issue; (2) inability to determine what vocational-technical education includes; (3) diversity related to the fact that some occupational education programs are part of the comprehensive high school, separate institutes, or the community college program and are supported publicly, privately or by a variety of proprietary institutions; (4) recognition that accreditation in America has historically been a voluntary and jealously guarded relationship between an institution and an accrediting agency, which, in the minds of many, is threatened by the involvement of governmental agencies; (5) allegations that federal funding threatens the traditional freedom of institutions; (6) the unresolved issue of creating fifty state accrediting systems or maintaining existing regional accrediting; (7) confusion regarding program approval versus institutional approval; (8) indecision regarding development of additional accrediting agencies or expansion of existing ones to cope with specialized educational programs; and (9) disagreement on accrediting programs at the two-year level. The various alternatives by which the accreditation of vocational-technical education could be handled are: (1) allow the situation to remain as it currently exists; (2) establish two major accrediting lists, each serving a different function and each operated by a separate group with the Commissioner of Education listing agencies to determine institutional eligibility for federal funds and the National Commission on Accrediting recognizing agencies to accredit specialized programs; (3) expand authority of the Advisory Committee on Vocational-Technical Education to include approval and accreditation of all vocational-technical education programs and institutions; (4) reorganize regional accrediting associations in order to include postsecondary institutions and programs of occupational education; (5) establish two divisions within the National Commission on Accrediting, the council of colleges and universities and the council of specialized institutions; (6) recognize the U. S. Office of Education as the agency for all specialized accrediting organizations; (7) allow each state department of education to accredit all programs and institutions within that state for receipt of federal funds; (8) permit each state legislature to serve as the approving agency for all programs and institutions; or (9) place all accrediting in the hands of the Federation of Regional Accrediting Commissions of Higher Education. ECS concludes that the only areas of agreement to date among the various agenices concerning accreditation of occupational education are that: (1) creation of additional agencies would serve only to further complicate the accrediting process; (2) centralizing accrediting responsibilities in an agency of government at any level would be contrary to the voluntary nature of accreditation as it has developed in the United States and would inject governmental controls in an area of educational concern which has historically been free of such controls; and (3) solution to the problem of occupational education should capitalize on existing accrediting machinery.[15]

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[15]Vocational-Technical Accreditation (Denver, Colorado; Education Commission of the State, Report No. 15, n.d.).

In October, 1968, the Executive Committee of the National Commission on Accrediting established an Interim Council on Occupational and Specialized Education for the purpose of coordinating the accreditation of such education in the United States. After an indepth study of the problems concerning accreditation of occupational education, this Council proposed that the regional associations adopt a plan of categorical accreditation for institutions offering both academic and occupational education, and that each category be the responsibility of a separate commission. To implement the proposal it was suggested that each regional association have: (1) a commission on colleges to evaluate and award accreditation for academic programs in collegiate institutions; (2) a commission on secondary schools to evaluate and award accreditation for general education and college preparatory programs in secondary schools; and (3) a commission on vocational-technical education, broadly representative of occupational educators in collegiate institutions, comprehensive secondary schools, and vocational-technical schools, to evaluate and award accreditation for occupational programs in collegiate institutions awarding the associate degree, in secondary schools, and in post-secondary vocational-technical institutions.[16] The reactions of the regional associations to the proposal were largely negative.

The Technique of Evaluation

Contrasted to the profusion of articles dealing with problems and issues confronting accreditation there is a paucity of articles or studies concerned with the reliability or validity of the evaluative process employed in accreditation.

Two separate studies by Whiteley and McKinney of graduates of teacher education programs indicated that graduates of programs accredited by the National Council for the Accreditation of Teacher Education were not significantly different from graduates of non-accredited programs in terms of several behavioral characteristics.[17]

In a study of seven small colleges which had recently undergone accreditation, Scott concluded that the most noticable changes effected by accreditation were in library expenditures and budget increases and

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[16] Proposal to Restructure Accreditation of Vocational-Technical Education in the Regional Associations (Washington, D. C.: Interim Council on Accreditation for Occupational and Specialized Education, National Commission on Accrediting, April 21, 1969).

[17] Thomas W. Whiteley, "The Relationship of an Accredited Teacher Education Program to the Job Persistence of Certified Teachers in the State of Arizona," unpublished Ed.D. dissertation, Arizona State University, 1962, and Reid L. McKinney, "A Study of the Relationship Between the Accreditation Status of Institutions and the Behavior of their Products," unpublished Ed.D. dissertation, Colorado State College, 1962.

the least amount of change occurred in student preparation, curriculum revisions, and community interest.[18]

Collins determined from an analysis of publications and bylaws of the six regional associations that these associations claimed 18 general values emanate from the accrediting process. From his study of 72 staff members in seven newly accredited California junior colleges, he concluded that although accreditation was considered worthwhile and necessary, not all the claims were substantiated. Self-studies were not considered as beneficial or evaluative as claimed, few educational improvements were cited as resulting directly from accreditation, and the claim that evaluation teams objectively evaluate the quality of an institution was refuted. The most important single value of accreditation--as perceived by college officials--is the status attached to "getting your name on the list." The composition of the accrediting team was considered crucially important because it was the consensus that such teams have no objective means of measuring quality.[19]

Stanton, in an analysis of standards for occupational education in California junior colleges as reflected in accreditation team reports, compared 146 reports on 75 junior colleges from the 1957-1966 interval to those reported in a 1957 study. He indicated that statistical analysis failed to show that specific instructional programs improve as a direct result of accreditation team reports.[20]

Messersmith and Medsker recently concluded a study of the extent of specialized and regional accreditation of occupational education in two-year colleges and technical institutes. In addition to the specialized and regional accrediting agencies, the study included 43 two-year institutions in 19 states. Included were institutions with both regional and specialized accreditation, regional accreditation only and specialized accreditation only. Over 300 presidents, deans, directors, division chairmen, and faculty from these institutions responded to a questionnaire. From the data collected, the authors concluded that specialized accreditation in such institutions was increasingly being sought. However, the questionnaires indicated a general dissatisfaction with the past efforts of the regional associations with respect to occupational education. Specifically, the questionnaire revealed a

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[18]Donald G. Scott, "Small Colleges in Transition: Case Studies of Small Colleges Which Recently Have Achieved Regional Accreditation for the First Time," unpublished Ph.D. dissertation, Florida State University, 1966.

[19]John J. Collins, "Accreditation--Aims and Perceptions," Junior College Journal, Vol. 38 (December, 1967), pp. 19-23.

[20]William A. Stanton, "Standards for Vocational Education as Reflected in California Junior College Accreditation Team Reports," unpublished Ed.D. dissertation, University of California, 1967.

feeling ". . . that the regional associations are neither adequately nor properly staffed to evaluate the many programs leading to employment, and that their criteria for granting accredited status are not relevant."[21] Support for separate program accreditation was evidenced, but the general position was that this accreditation should be done by the regional associations with present procedures revised to accommodate specific program accreditation.

Several studies have been reported recently which elaborate upon techniques available for evaluation of occupational education. Coster and Ihnen recently presented a critique of program evaluation in vocational and technical education which included an assessment of the studies reported during the 1962 through 1968 interval. The critique included an analysis of studies under the headings goals and objectives; product of vocational-technical, and practical arts education; cost-benefit analysis; and evaluative criteria and accreditation. In the area of goals and objectives, primary emphasis was found to be upon the appropriateness of existing objectives with some evidence of a movement toward planning, budgeting, and evaluation. Within the area of product, studies were either follow-up or explanatory. Follow-up studies reported dealt with comparisons of academic high school students to vocational high school students and were concerned with such variables as initial placement, earnings, relationship of training to employment, and adequacy and image of vocational education. Explanatory studies reported were concerned with variables affecting retention, placement, and income in manpower programs; factors affecting adult farming; and the effect of industrial arts training upon a subsequent vocational high school program, a two-year postsecondary vocational program, and a two-year postsecondary technical program. Other studies dealt with costs of different programs in junior colleges, differences in annual salaries of vocational and non-vocational high school graduates, and individual private and social rates of returns from occupational training. In the area of evaluative criteria and accreditation, Coster and Ihnen reported on the recent development of evaluative criteria by various states, local evaluation of occupational education, recent activities of the American Vocational Association and some recent activities on the regional associations. The authors concluded that evaluative criteria and accreditation are based upon tacit assumptions of high positive correlation between process and product, with no supporting evidence; judgments are used extensively in the application of process evaluative criteria and accreditation standards; and that criteria used are more subjective than objective.[22]

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[21]Lloyd E. Messersmith and Leland L. Medsker, Accreditation of Vocational Technical Curricula in Postsecondary Institutions (Berkeley, California: Center for Research and Development in Higher Education, University of California, 1969).

[22]John K. Coster and Loren A. Ihnen, "Program Evaluation" Review of Educational Research, Vol. 38 (October, 1968), pp. 417-33.

For more effective curriculum evaluation in occupational education, Hastings proposed a 12-celled matrix model. Rows include (1) antecedents, (2) transactions, and (3) outcomes; and columns include (1) intents, (2) observations, (3) standards, and (4) judgments. Antecedents were defined as conditions preexisting instruction and include student characteristics, interest, aptitudes, and prior learning; teacher training and attitudes; and the larger school context in which the course is placed. Transactions include communication flow in the classroom, time allocations, sequence of course events, questions and comments of teacher and students, and rewards and reinforcements; in other words all elements of the teaching-learning situation. Outcomes were defined, in addition to the usual changes in student behavior, as all variables which may be modified by the teaching-learning process and include effects on teachers, effects on the institution itself and its relationship with its constituency. For columns in the matrix, intents were defined as expectations which operate at each of the aforementioned levels. Observations include tests, interviews, personal judgment, and take into consideration outcomes not originally delineated or desired. Standards include such elements as admission standards, dropout rates, and course satisfaction, but in any event should be well defined. The final column, judgments, should include not only quantitative judgments, but an ordering of values judged. Hastings concluded that this approach to evaluation moved away from the intuitive and toward the rational in evaluation and decision-making.[23]

Starr indicated that existing literature demonstrates that most evaluation techniques concern themselves with assessing, by expert opinion, the adequacy of organizational structure, educational process, and program activities in terms of standards of goodness using judgmental procedures. Measures of effectiveness are usually neglected in such procedures, he concluded. Starr advocated the use of a viable evaluation model for the assessment of state programs of vocational education utilizing measurable indices of program effectiveness stated in terms of specific predetermined objectives. He reported that a tentative model designed around predetermined goals was field-tested in three states during 1968 with subsequent full-scale administration planned.[24]

Davie proposed that cost-benefit applications be used to improve the use of limited resources to provide occupational education. Costs and benefits of each vocational program must be analyzed from the viewpoints of both the individual and society. Some limitations in the use of cost-benefit analysis for evaluating occupational education are:

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[23]J. Thomas Hastings, "Evaluating the Curricula," Journal of Industrial Teacher Education, Vol. 6 (Spring, 1969), pp. 6-15.

[24]Harold Starr, "A Model for Continuous Evaluation of Vocational Programs by State Departments of Education," Journal of Industrial Teacher Education, Vol. 6 (Spring, 1969) pp. 60-65.

(1) different people have different money values; (2) the search for the best programs is limited to only those proposed; (3) it is difficult to assess the value of intangible benefits which cannot be measured in dollar terms; and (4) considering program value only from a local viewpoint may conflict with aggregate national interest.[25]

Kaufman proposed that the technique of cost-effectiveness be utilized to determine the optimum allocation of public resources in education, particularly between occupational education an alternative curricula for non-college attending students. Neither costs nor benefits considered separately are an adequate measure of quality, he stated.[26]

Robertson, in advocating the application of systems analysis techniques to evaluate occupational education proposed that four separate and unique aspects of evaluation exist: (1) context--the ecology or environment in which each program was started and is operating; (2) input--student characteristics, public relations techniques, admissions, policies, and teacher selection and characteristics; (3) process--administrative policies, in-service training, teacher supervision, allocation of discretionary funds, advisory committes, pupil grouping, etc.; and (4) product--student proficiencies, program holding power, initial placement, student performance ratings, etc.[27]

According to David evidence of the amount or extent of change in the behavior of an individual can be determined through achievement testing. An achievement testing program for vocational and technical programs should have the following goals: (1) to help determine if the objectives of instruction have been achieved; (2) to provide a basis for revising the curriculum and improving instruction; (3) to provide motivation for students and teachers; (4) to identify facility and equipment deficiencies; (5) to provide a tool for supervision; (6) to help identify weaknesses of the instructor; (7) to help identify weaknesses of the student; and (8) to help evaluate reference materials.[28]

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[25]Bruce F. Davie, "Using Benefit-Cost Analysis in Planning and Evaluating Vocational Education. Eric: ED 016077.

[26]Jacob J. Kaufman, Cost-Effectivenss Analysis as a Method for the Evaluation of Vocational and Technical Eduction," Journal of Industrial Teacher Education, Vol. 6 (Spring, 1969), pp. 22.29.

[27]Alan G. Robertson, "Applying Systems Analysis Techniques to the Evaluation of Vocational Programs," Journal of Industrial Teacher Education, Vol. 6 (Spring, 1969), pp. 30-36.

[28]Harry F. David, "Standardized Achievement Tests as a Technique for Evaluating Vocational and Technical Education Programs," unpublished paper delivered at the National Conference on Evaluating Vocational and Technical Education Programs, Atlantic City, New Jersey, October, 1968.

Baldwin reported on the development and standardization of measures of student achievement in seven different trade and technical fields. By developing a four-level cognitive taxonomy including knowledge, understanding, application of knowledge, and application of understanding, and by utilizing committees of subject matter specialists to develop curriculum outlines and item pools, tests were developed, administered, revised and standardized. Total final test reliability for the various tests ranged from 0.92 to 0.97. Baldwin concluded that the resulting efforts demonstrated the feasibility of developing standardized instruments for measuring student learning in occupational education.[29]

Shimberg reported on a study of licensing of occupations in five states which was conducted to determine the feasibility of using state and national licensing examinations as a technique for evaluating occupational education. He concluded that with the exception of the national licensing examination in practical nursing and dental hygiene, the quality of licensing examinations leaves much to be desired. While virtually all such examinations are written by board members who are specialists in a given occupation, few have any expertise in the field of testing. Most examinations were found to be prepared without a set of content specifications and were rarely ever pretested or subjected to even a crude item analysis.[30]

In summary, the background data cited above indicated that major philosophical differences exist concerning the scope, purposes, and objectives of accreditation. Also, questions were raised concerning accrediting agencies' ability to effectively measure quality education, extent of membership, and more particularly, the administrative structure under which occupational education is evaluated. Outside the realm of accreditation, such techniques as cost-benefit, cost-effectiveness, achievement testing, systems analysis, and model building were advanced as viable methods of assessing quality in occupational education. The use of expert judgment and licensing as it presently exists was denounced.

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[29]Thomas S. Baldwin, "The Development of Some Objective Measures of Performance for Selected Post High School Trade and Technical Programs, Journal of Industrial Teacher Education, Vol. 6 (Spring, 1969), pp. 74-83.

[30]Benjamin Shimberg, "State and National Licensing Examinations as a Technique for Evaluating Vocational-Technical Education," unpublished paper delivered at National Conference on Evaluating Vocational and Technical Education Programs, Atlantic City, New Jersey, October, 1968.

Objectives of the Study

The main objective of the study was to provide a thorough knowledge of the current state-of-the-art of accreditation and evaluation, with the intent that this knowledge be used as a foundation for future improvement in the accreditative and evaluative processes in occupational education.

Since accreditation is the most pervasive form of evaluation of occupational education practiced, and since the federal government is increasingly reliant upon accrediting agencies and associations as arbiters of quality education, these agencies and associations merit close scrutiny of their structure, policy, philosophy, representativeness, standards, and evaluative criteria. Furthermore, to the extent that the federal government and the various state governments are involved in evaluation and accreditation, and to the extent that they affect occupational education, their activities warrent investigation and analysis.

The following were the specific objectives of the study:

1. To gather, synthesize, and analyze data from the various regional and specialized accrediting agencies and associations in regard to: (1) scope of their activities in postsecondary occupational education; (2) the administrative structure under which accreditation of occupational education is effected; (3) philosophy of accreditation; (4) clientele and membership; and (5) the standards and evaluative criteria utilized to evaluate postsecondary institutions offering occupational education.

2. To ascertain the extent to which the federal government is engaged in activities of an evaluative or accreditative nature within the realm of postsecondary occupational education and to analyze available studies, standards, regulations or statutes affecting evaluation of postsecondary occupational education.

3. To gather, synthesize, and analyze data concerning the extent to which the various states are engaged in the evaluation or accreditation of postsecondary occupational education and to analyze standards and evaluative criteria used.

4. To determine the extent to which the various state or public institutions within a state are participating or seeking membership in the regional and specialized accrediting agencies.

5. To determine the extent to which federal, state, or local licensing may be a factor in the evaluation of occupational education.

6. To assess the opinions of state officials responsible for vocational education or the operation of state systems of postsecondary area vocational schools, technical institutes, or community colleges regarding: (1) the adequacy and pertinence of standards and evaluative criteria used by accrediting agencies to evaluate postsecondary occupational education; (2) the adequacy of specialists in occupational education on association staffs and visitation teams; (3) whether administrative structures of regional associations are conducive to adequate and fair evaluation of postsecondary occupational education.

7. To draw whatever conclusions and make whatever recommendations as may be deemed appropriate from the study.

Procedures

In addition to a review and analysis of relevant literature, procedures employed included letters soliciting information, personal interviews, and the use of a questionnaire. Specifically, the following procedures were utilized in the indicated portions of the study:

1. Information was obtained from the regional and specialized accrediting agencies or associations by writing letters to the executive secretary or the executive director of the agency, commission, or commissions thought to be engaged in accreditation of institutions offering postsecondary occupational education. The letters solicited information concerning extent of involvement, administrative structure, and requested copies of any guidelines, manuals, procedures, or criteria used in accrediting institutions having occupational programs or used in the evaluation of specific programs.

2. Information concerning the activities of the federal government was obtained through letters of inquiry to the Department of Labor, the Federal Aviation Agency, and the Veterans' Administration. In addition, several days were spent consulting with various officials in the Office of Education, the Office of Economic Opportunity, the Department of Labor, and the Veterans' Administration to determine the extent of the activities of these agencies, to obtain various documents and studies, and to conduct personal interviews with those responsible for the operation of activities having implications for evaluation or accreditation of postsecondary occupational education.

3. Data were obtained from the states through a detailed questionnaire sent to all state directors of vocational education and to all directors of state-operated systems of two-year colleges. Two follow-ups were sent at two-week intervals.

Data required included extent of participation in activities of specialized and regional accrediting agencies, state programs of evaluation or accreditation, state licensing requirements, and opinions concerning extra-legal accreditation.

4. To obtain insight and perspective concerning the activities of the specialized accrediting agencies, personal interviews were conducted with the executive directors or other officials of the Accrediting Commission for Business Schools, the Cosmetology Accrediting Commission, the Engineers' Council for Professional Development, the National Association for Practical Nurse Education and Services, the National Association of Trade and Technical Schools, the National Home Study Council, and the National League for Nursing. An interview was also conducted with the Associate Director of the National Commission on Accrediting.

Note on Terminology

The study indicated that a major problem exists in the realm of accreditation because of a lack of standardization of meaning ascribed to various terms. Such terms as accreditation, postsecondary, licensing, program, vocational, and occupational, and many others have different meanings in different contexts or as used by different agencies. To provide a definition of terms as used in the context of the study and, hopefully, to promote standardization of terminology, a glossary of terms is appended.

CHAPTER II

THE REGIONAL ACCREDITING ASSOCIATIONS

The concept of regional associations comprised of secondary schools and institutions of higher education grew out of a need for articulation between these two educational entities concerning high school standards and college admissions. In the 1870's and 80's high schools were faced with the necessity of preparing their students for entrance examinations given by the various colleges, no two of which were necessarily based upon the same syllabus. By the same token, the colleges were forced to this extreme because of a lack of standards in the secondary schools. In 1885 the New England Association of Colleges and Secondary Schools was formed "to bring together for the common good educators and educational institutions from the same geographical area." The present Middle States Association was established in 1889. In 1895 the North Central Association of Colleges and Secondary Schools was formed for the purpose of establishing "closer relations between the colleges and the secondary schools." At about the same time the Southern Association of Colleges and Schools was being formed. The last regional association, the Western College Association (now the Western Association of Schools and Colleges), was formed in 1924.[1]

From these various associations two practices evolved, the "certifying" of secondary schools and the development of a standardized college entrance examination. It wasn't until 1913 that one of these associations, the North Central Association, began the practice of "accrediting" higher institutions, and the New England Association, the last to do so, did not begin formal accreditation until 1952.

Today the United States is divided into six geographic regions with corresponding regional associations. These associations and the number of states within their jurisdiction are: (1) Middle States Association of Colleges and Secondary Schools (5 states); (2) New England Association of Colleges and Secondary Schools (6 states); (3) North Central Association of Colleges and Secondary Schools (19 states); (4) Northwestern Association of Secondary and Higher Schools (7 states); (5) Southern Association of Colleges and Schools (11 states); and (6) Western Association of Schools and Colleges (2 states). All the regionals accredit public and non-profit senior colleges and universities, junior and community colleges, and secondary schools. Only the Southern Association accredits elementary schools.

Each of the regional associations emphasizes the fact that for purposes of accreditation it evaluates and considers an institution as a whole and not specific programs within an institution. On this basis it is assumed that all facets of an institution's operation meet at

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[1]Selden, Accreditation, pp. 30-39.

least minimum standards as established by the respective associations. The purpose of this chapter is to examine within each of the regional associations, exactly how postsecondary occupational education in community colleges, technical institutes, and area vocational schools fits into this scheme of institutional evaluation. Specifically, within the context of available data, the following will be outlined and summarized for each association: (1) the administrative structure(s) under which postsecondary occupational education is evaluated, including methods of determination of membership on the boards of control and the extent of representation on these boards by those responsible for occupational education; (2) the association's philosophy of accreditation; (3) the clientele or membership of the association, with particular regard to the way in which institutions offering postsecondary occupational education fit into the membership structure; (4) the procedure(s) for evaluating for purposes of accreditation programs of occupational education or institutions offering such programs; and (5) the evaluative standards and criteria which are utilized to evaluate institutions offering postsecondary occupational education.

Middle States Association of Colleges and Secondary Schools

The Middle States Association of Colleges and Secondary Schools serves an area comprised of five states, The District of Columbia, the Canal Zone, Puerto Rico, and the Virgin Islands. The five states served are Delaware, Maryland, New Jersey, New York, and Pennsylvania.

Administrative Structure

The Association is governed by a 19-member board of trustees consisting of the president, vice-president, immediate past president, secretary, treasurer, two commission chairmen ex officio, and 12 elected members. There are two provisos governing elected members. First, there must be at least one member from each of the five states and the District Columbia; second, at least three are from member institutions of higher education, and three are from member secondary schools.[2] In addition to the ex officio members, the current board consists of one high school principal, two assistant superintendents, one superintendent, three four-year college presidents, one four-year college vice-president, an academy headmaster, an academy headmistress, a university professor, and one community college president.[3]

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[2] By-Laws: Middle States Association of Colleges and Secondary Schools, Article VII, section 3.

[3] The Accredited Membership and Associated Institutions (New York, New York: Middle States Association of Colleges and Secondary Schools, January, 1970), p. 4.

Within the Association are two commissions, the Commission on Higher Education and the Commission on Secondary Schools. In matters of accreditation these commissions are autonomous.

Philosophy of Accreditation

The philosophy of the Association is best summarized in the following statement:

> Middle States accreditation is an expression of the Association's confidence, after thorough study, in an institution's purposes, resources, and performance. It attests the judgment of the Commission on Higher Education that the institution is guided by well defined and appropriate educational objectives, that it is accomplishing them substantially, and that it is so organized, staffed, and supported that it can be expected to continue to do so.
>
> Middle States accreditation normally applies to the entire institution, indicating that each part has been examined and has been found to be achieving its own particular aims satisfactorily, although not necessarily all on the same level of quality.[4]

Clientele and Membership

Membership within the Association is institutional, organizational, or honorary, but only institutional members have voting power. The only provision concerning institutional membership states, "Any higher institution or secondary school accredited by the appropriate Commission will be received into active membership upon payment of the annual membership fee.[5]

Accreditation of Occupational Education

All postsecondary accreditation within the Middle States Association is within the purview of the Commission on Institutions of Higher Education. Correspondence with the Executive Secretary of that Commission requesting information or data concerning the extent of the Commission's involvement in accreditation of postsecondary occupational education and requesting copies of guidelines, procedures, manuals, or criteria used elicited the following response:

> Since Middle States evaluation and accrediation always includes the entire institution, we are involved in the evaluation of occupational education whenever our institutions are engaged in it. We have had no occasion so far to evaluate

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[4] Ibid., p. 7.

[5] By-Laws, Article III, section 2.

institutions whose sole responsibility is occupational education, because in this area virtually all the programs of this kind are to be found in the community colleges. The Commission on Institutions of Higher Education is responsible for their evaluation.

We have not found it necessary to devise special guidelines, manuals or procedures for them.[6]

The Commission on Institutions of Higher Education consists of 17 persons, "fifteen to be elected with consideration of geographical and institutional distribution," plus the president and secretary of the Association, ex officio.[7] The elected membership on the current Commission consists of eight four-year college or university presidents, a university vice-president, a university vice-chancellor, two university deans, one four-year college department chairman, one four-year college professor, and one community college dean. Institutional membership is not categorized by highest degree offered, but of the 335 total current membership, 47 (14 percent) carry the name community college, junior college, technical college, or technical institute. Many others are designated "institutes of technology."[8]

Standards and Evaluative Criteria

The Middle States Association, as indicated above by the Executive Secretary of the Commission on Institutions of Higher Education, has not found it necessary to develop any special guidelines, standards, or evaluative criteria for the evaluation of occupational education; nor does the commission compile its standards and evaluative criteria into a single publication. Rather, it publishes a series of "documents" addressed to specific topics, concepts, or types of institutions as they relate to the accrediting process. Of the documents reviewed, two appear to be most relevant to two-year institutions which offer occupational education. These two documents are: Questionnaire for Institutional Self-Evaluation and Two-Year Colleges: Suggestions for Faculties, Trustees, and Others Interested in Improving or Establishing Two-Year Institutions.[9] In point of fact, neither of these documents establishes

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[6]Letter dated July 8, 1969, from F. Taylor Jones, Executive Secretary, Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools.

[7]By-Laws, Article IX, section 2.

[8]The Accredited Membership, pp. 9-21.

[9]Questionnaire for Institutional Self-Evaluation, Document No. 5.02A (New York, N.Y.: Middle States Assocation of Colleges and Schools, September, 1968), and Two Year Colleges: Suggestions for Faculties, Trustees, and Others Interested in Improving or Establishing Two-Year Institutions, Document No. 4.60B (New York, N.Y.: Middle States Association of Colleges and Schools, Revised May, 1970).

objective minimum standards which an institution must meet in order to qualify for accreditation. As the title implies, the first document raises a series of questions to which the institution must respond in a self-study, without specifying any standards. All institutions considered for accreditation by the Commission on Institutions of Higher Education must respond to the questions raised in this document. Thus. it weighs heavily in the evaluative process. The second document applies only to two-year institutions and contains "suggestions" which could be interpreted broadly as standards. The contents of both these documents are synthesized in succeeding sections.

The evaluative process utilized by the Commission and Institutions of Higher Education consists of three phases, the institutional self-study, the appraisal of readiness for evaluation (a one-day campus visit by two people), and the formal evaluation which is a three-day visit by "a team of experienced colleagues from several accredited institutions." The functions of the evaluation team are "to study the institution in light of its own objectives and Middle States principles, and to prepare a critique for the use of the institution and the Middle States Commission." The team's task is to "supplement through personal observation and inquiry the analysis given them in the self-study report, and to assess the institution's performance and potential in qualitative terms on a strong level of expectation."[10] From this description it is evident that the Middle States Association relies, as do other accrediting associations, upon the expertise of the evaluation team which is comprised of representatives of member institutions.

The Questionnaire for Institutional Self-Evaluation is comprised of a list of approximately 70 questions to which the institution is supposed to respond during the self-study. These questions are grouped under the headings (1) objectives, (2) students, (3) the academic program, (4) faculty, (5) teaching, (6) instructional resources and equipment, (7) organization and administration, (8) finances and facilities, and (9) outcomes. A description of the questions raised in the questionnaire follows.

Objectives. Questions raised concerning objectives to which the institution is expected to react include legal authorization; broad purposes of the institution; direct objectives of the educational program; commitments, obligations, interests, and limitations in relationship to its constituency; responses to contemporary social concerns; implications of objectives for future development; and formal arrangements for long-range planning.

Students. Data are requested on enrollment breakdown by program, sex, full-time, part-time, residence, or commuter; relationship of

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[10]Middle States Membership and Initial Accreditation, Document No. 3.14D (New York, N.Y.: Middle States Association of Colleges and Secondary Schools, Revised August, 1969).

students to objectives; characteristics, sources, and qualifications of students enrolled; counseling aid given; allowance for independent student work; extent and type or parietal responsibility; student government, participation in academic planning, and provisions for student housing; and estimates of future enrollment and plans for coping with it.

Academic Program. Questions raised include theory of curriculum and degree requirements; process for study of curriculum; responsibility for the process of program evolution; relationship to any other institution; methods by which the academic program is adapted to student needs and interests; off-campus offerings; and evening programs including conditions, faculty, library support, etc.

Faculty. Particulars requested include distribution of rank, degrees held, teaching load, years employed, turnover, salary ranges, and an analysis and interpretation of grade distribution for a semester. Questions raised include implications of institutional objectives in determining faculty characteristics and needs; reasons for faculty turnover; faculty organization; evidence of scholarly interest, professional growth, and institutional encouragement of same; policy concerning teaching loads and outside employment; description of faculty duties and responsibilities; provisions for faculty offices, equipment, and assistance; procedures for faculty recruitment, selection, promotion, tenure, etc; and policies concerning academic freedom, tenure, leaves of absence, and other conditions of employment.

Teaching. Questions raised include extent of help provided faculty members in evaluating and improving their instruction; methods of appraisal of teacher effectiveness, including role of students; opportunities and encouragement for innovation; teaching plans and devices; student information provided teachers; and general teaching conditions.

Instructional Resources and Equipment. Questions raised include the adequacy of facilities, equipment, and resources for teaching and research; adequacy of library holdings, rapidity of increase of library resources; faculty participation in library development; extent of utilization of library; opinion of students and faculty concerning library; and the role of the librarian in academic life and curriculum planning.

Organization and Administration. The major emphasis of this section is upon the board for control.. Questions raised include board membership and selection; experiences and composition of the board; length of service, age, and policy concerning rotation or retirement of board members; conduciveness of board size to effective operation; attendance of board members; descriptions of boards' responsibilities, place found, and boards' views of its functions; methods by which the board maintains accurate and comprehensive knowledge of faculty and student thinking; and working relationship between the board and faculty and students. Other questions concern formal administrative organization; official descriptions of responsibilities and authority of

administrative officers; presence of a president's council, its function and composition; and procedures for choosing such officers as department chairmen, deans, provosts, vice-presidents and president.

Finance and Facilities. Background data are requested on operating statement, balance sheet, budget summary, methods and procedures of budget preparation, indebtedness, surplus or deficits for the past five years, and all student fees and tuitions. Other questions include significant additions made to income, endowment, plant, and equipment over the past several years; plans for continuing improvement of instructional resources and equipment; and present operating problems relating to financing.

Outcomes. Questions concerning outcomes include such areas as procedures for continuing evaluation of the institution's educational effectiveness; comparative evidence of academic and professional qualifications of students at graduation; implications drawn from advanced study by graduates; evidence of recent follow-up studies concerning success of recent graduates; conclusions drawn from grade distributions and proportions of students graduating; effectiveness of concerts, lectures, etc. in reaching students; evidence that student activities and athletics contribute to attainment of institutional objectives; and, where objectives suggest a meeting of community needs, evidence that such is being done.

The only document published by the Middle States Association which pertains specifically to institutions frequently offering occupational education is Two-Year Colleges. The tone of this document is established in the following statement:

> Similar conditions underlie good work in all institutions of higher education, however different they are in form and functions. The basic necessity always is a clear definition of the institution's objectives. The educational program must be consistent with that definition, adequate to achieve it, and within the scope of the institution's resources. The student body must be appropriate in ability, preparation, and motivation to the objectives and the program. Given these requirements, the effectiveness of any institution depends upon its teaching, which means primarily upon the ability and enthusiasm of its faculty.[11]

The third of three sections of this document contains what can be defined loosely as standards or "general criteria" which, "must be interpreted for two-year colleges in the light of their particular function." These general criteria, which are in narrative form and are as much statements of ideals or philosophy as they are standards, are grouped under the headings: (1) objectives, (2) program, (3) faculty, (4) library or learning center, (5) students, (6) student

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[11] Two-Year Colleges, pp. 2-11.

personnel services, (7) plant and equipment, (8) finance and accounting, (9) administration, (10) governing board, (11) evaluation of results, and (12) innovation and experimentation. The requirements under these headings (or their intent where requirements are lacking) are summarized below.

Objectives. Institutional objectives should be a description of the effects the whole of the educational program is designed to have on the student. Well-defined objectives are: (1) clear, appropriate to higher education, intellectual in emphasis, and broad in scope; (2) precise and identifiable with the particular institution; (3) attainable to a reasonable degree; (4) descriptive of results sought, not means of attainment; (5) honest in describing institutional plans; (6) simply stated; and (7) understood and accepted within the institution as a guide for thought and action.

Program. An institution's program actually includes the total range of influences which the institution exerts upon the student. An institution's success lies in the skill with which it uses its program to foster achievement of objectives. The following are some of the "standards" set forth: (1) It is better to do a few things well. (2) Curricula should be simple and flexible with grouping options and general patterns. (3) College transfer programs should be built in light of the institution's own educational philosophy, not by attempting to match that of any four-year institution. (4) Differences between intent of the technical and vocational programs should be recognized when considering the general or liberal arts component of each. In addition to producing a competent specialist, the institution must accept its responsibilities for broader individual development common to all higher education. (5) Consistent with its objectives, a two-year college should provide community services, continuing education, short courses, and cultural events, but must avoid over-extending its resources.

Faculty. "Good teaching is the indispensable element in any two-year college. If it has a strong enthusiastic faculty and a sound curriculum, it can do good work whatever else it lacks." Although the kind of faculty will depend upon the institution's objectives, it is a teaching faculty, according to the standard. Thus, classroom effectiveness should be a prime consideration in selection and promotion. A master's degree is expected. Activity in advanced study and in scholarly and creative production are "even more significant indices of educational stature." The only reference to technical or vocational instructor preparation is, "In applied subjects professional experience will be another major criteria." [SIC] Also covered in this section are a concern for "academic employment," adequate fringe benefits, teaching loads, and salaries, and opportunities for professional development which should be comparable with those in four-year insitutions.

Library or Learning Center. The nature and content of an institution's library are dependent upon program and objectives. Principles upon which the adequacy of a library are tested are: (1) it

should fully support all subjects the college offers, including adequate source materials and a representative selection of secondary sources; (2) the depth and extent of coverage must exceed immediate requirements of the student body, and related fields must be sufficiently covered to provide perspective; and (3) the general scope of the learned and creative world must be revealed (this is especially necessary in institutions offering technical or specialized programs, states the document). Other factors to consider are a self-contained concept, adequate facilities which encourage use, and an adequate staff. Above all, the library must be used.

Students. The two major questions concerning the student body are whether (1) the student's qualifications and motivations are consistent with the institutor's objectives and (2) the institution is attracting and serving those who can best profit from instruction. To this end every institution needs a carefully planned admissions program appropriate to each of its offerings. "Open door" admissions policies should be pursued with care and should include continuous follow-up studies of effectiveness. Other concerns of an open door policy include faculty awareness and ability to cope with a greater spectrum of ability, adequacy of developmental and remedial courses and specialized staff, and sufficient diversity of program offerings.

Student Personnel Services. The major purposes of student personnel services, according to the document, are to help a student select wisely among programs and electives; provide thoughtful and encouraging counsel as he forms his values; provide an environment for optimizing personal integrity, social understanding, and human sensitivity, and provide unobtrusive but positive faculty interest.

To provide these services requires definition, organization and designation of responsibility. Structure is considered less important than results.

Placement service, especially for technical graduates, is "encouraged." Also, recommended are provisions for knowledge of job opportunities, licensing and certification requirements, etc.

Plant and Equipment. This standard indicates that buildings and equipment are only a means for facilitating college work and neither guarantees its superiority or inferiority. Nevertheless suitable facilities are deserved by good colleges. The standard also discourages the dual use of high school facilities unless these are temporary with a fixed schedule for permanent facilities.

Finance and Accounting. This standard indicates that business procedures for two-year colleges are no different from other institutions. Necessities include an identifiable budget under the institution's direct control, formed and approved by acceptable processes. Public institutions should have full autonomy in the allocation and expenditure of their budget funds, subject only to proper audits by appropriate government agencies.

Administration. To provide the foregoing criteria requires a competent, imaginative, responsible administration and governing board. This standard treats the president's role with faculty, governing board, and the institution's public. Other philosophical hints cover the selection of a president and the fact that the organizational pattern is dependent upon the objectives, size and type of institution. Essential factors are adequate long and short range planning and the fact that tenure should not apply to administrative positions.

Governing Board. The major responsibility of a governing board is to see that the college is what it is intended to be, that it fulfills its purposes, and to insure its continuance. The standard elaborates upon the characteristics of a good trustee, the need for access to the board by the president, the size of the board, and the necessity for clearly defined bylaws which set forth the college's purposes and policies and establish its mode of operation.

Evaluation of Results. "Ultimately there are only two questions which need to be ask about a two-year college or any other institution. Has it clearly defined objectives which are appropriate to higher education and to its own potential? How well does it achieve them?" The standard acknowledges that the second answer is difficult to answer, but considers one of the primary marks of a competent faculty, administration, and governing board to be the persistent skill with which they strive to answer the question. The use of tests and measurements is encouraged in the assessment of student achievement, comparisons to other institutions, and appraisals of graduates. Also encouraged is the survey of alumni, solicitation of reports from employers, and the observations of student conduct concerning attitudes and changes which transpire in the college environment.

Innovation and Experimentation. Innovation and experimentation are encouraged. The only requirement is that new departures or adaptations be consistent with an institution's purposes and objectives as established or modified.

In addition to the materials cited above, reference is made to certain other documents which might provide additional information concerning the evaluation of graduate degrees and boards of trustees.[12] Neither is of apparent importance in evaluating occupational education.

New England Association of Colleges and Secondary Schools

The area served by the New England Association of Colleges and

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[12] The Master's Degree and Functions of Boards of Trustees in Higher Education, Documents No. 4.73 and 4.10 (New York, N.Y.: Middle States Association of Colleges and Secondary Schools, n.d.).

Secondary Schools encompasses six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

Administrative Structure

The New England Association is governed by an Executive Committee comprised of Association officers, one member from each of its three commissions, the chairmen of the three commissions, the immediate past president and three members elected at large. The administration is comprised of a president, two vice presidents, and a secretary-treasurer.[13] The Association consists of three autonomous commissions, the Commission on Institutions of Higher Education, the Commission on Independent Secondary Schools, and the Commission on Public Secondary Schools. Each commission elects a chairman and recommends to the Executive Committee for final action a Director of Evaluation analogous to an executive secretary in other regional associations. The Executive Committee also appoints an Executive Director for the Association. The Commission on Institutions of Higher Education has 12 members, the Commission on Independent Secondary Schools has nine members, and the Commission on Public Secondary Schools has 19 members.[14]

Philosophy of Accreditation

The accreditation philosophy espoused by the New England Association is expressed in the following statement:

> The New England Association of Colleges and Secondary Schools, Inc., is a voluntary, self-governing organization of educational institutions, the purpose of which is to develop and maintain sound educational standards. Admission to, and renewal of membership in, the New England Association denotes formal accreditation. It signifies that a school or college has been carefully evaluated and has been found to follow basic educational policies, practices, and standards comparable to those of the other member institutions.[15]

Clientele and Membership

As stated above, admittance to membership denotes accreditation. On the Commission on Institutions of Higher Education, "membership as

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[13] New England Association of Colleges and Secondary Schools: By-Laws (Boston, Mass.: New England Association of Colleges and Secondary Schools, Revised December 11, 1969), Article III sections 3 through 10.

[14] By-Laws, Article IV.

[15] Standards for Membership: Institutions of Higher Education (Boston, Mass.: Commission on Institutions of Higher Education, New England Association of Colleges and Secondary Schools, June, 1969), p.1.

an institution of higher education is open only to a postsecondary, degree-granting institution which offers at least two years of academic work of college grade.[16] The Commission on Public Secondary Schools has extended its eligibility for evaluation for accreditation to include public secondary and postsecondary technical-vocational schools which do not offer a degree. The only By-Laws proviso concerning institutional membership states:

> Any institution of higher or secondary education, public or private, in New England shall be eligible for institutional membership. Such an institution must be approved by the Commission having jurisdiction over its group, nominated by the Executive Committee and elected to membership by a majority vote at any regular or special meeting of the Corporation.[17]

From the By-Laws there is no apparent exclusion of proprietary institutions, but correspondence with Association officals indicated that no proprietary schools are now members:

> Article IV, Sec. 5a, gives each Commission authority to set its own standards and the Commission on Institutions of Higher Education does exclude proprietary institutions. The Commission on Independent Secondary Schools does not necessarily exclude proprietary institutions but does say "...incorporated not for profit, but for such other from of control as meets the approval of the Commission on Independent Secondary Schools." It is interesting to note that there are now no member proprietary institutions in the purview of any Commission within NEACSS.[18]

Accreditation of Occupational Education

Within the New England Association jurisdiction for accreditation of postsecondary institutions offering occupational education is dependent upon whether such institutions offer an associate degree. Institutions which offer an associate degree, whether in an academic or technical program, fall within the purview of the Commission on Institutions of Higher Education. Secondary technical-vocational high schools and postsecondary technical-vocational schools which do not offer a degree are, at present, considered the responsibility of the Commission on Public Secondary Schools acting through its Ad Hoc Committee on Vocational Education. The activities of each of these commissions relative to occupational education is considered in turn.

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[16] Ibid.

[17] By-Laws, Article II, section 3.

[18] Letter dated April 8, 1970, from Daniel S. Maloney, Chairman Ad Hoc Committee on Vocational Education, New England Association of Colleges and Secondary Schools.

The Commission on Institutions of Higher Education and the Accreditation of Occupational Education

The Commission on Institutions of Higher Education, as stated above, is the accrediting body for all postsecondary education leading to an associate or higher degree, within the rules for eligibility of institutional membership. The Commission consists of 12 members elected at large by a majority vote of the institutional membership.[19] The present Commission is comprised of one university president, one university vice president, one four-year college president, two four-year college or university deans, one university department head, four four-year college or university professors, one junior college (non-profit, independent, for women) president, and one community college dean.[20]

Analysis of the membership lists shows that a total of 150 institutions are currently accredited. Of this number 28 (19 percent) are two-year colleges. Of the 28, nine are public comprehensive community colleges, one a public junior college, four are private co-educational junior colleges, eleven are private colleges for women, one is a private junior college (seminary) for men, one a public technical institute, and one a private non-profit technical institute.[21]

Standards and Evaluative Criteria

The Commission on Institutions of Higher Education has grouped the standards which it uses in the evaluation of institutions under five areas: (1) organization and control; (2) program; (3) faculty; (4) students; and (5) facilities and resources. Each institution is required to submit detailed information in each of these areas via a self-study. Concerning its own standards, the Commission states.

> The standards of evaluation are qualitative and are applied to an institution as a whole. . . . In reaching its decision, the Commission takes into account the nature and purposes of the individual institution and makes a qualitative, rather than quantitative, judgment as to whether the institution is functioning effectively as a whole in fulfilling its objectives as well as whether these objectives are appropriate in the realm of higher education.[22]

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[19] By-Laws, Article IV, Section 2.

[20] New England Association of Colleges and Secondary Schools, Inc. (Boston, Mass.: New England Association of Colleges and Secondary Schools, 1970), p.4.

[21] Ibid., pp. 7-12 (with clarifications by Mr. Maloney).

[22] Standards for Membership, p. 1.

Since all the standards are succinctly stated, each is presented verbatim:

> Organization and Control. The nonprofit character of the institution should be clear beyond any doubt. Responsibilities for the operation of the institution should be allocated in a well-defined and reasonable fashion among the governing board, the administration, and the faculty.
>
> The governing board should represent the public interest and should have general control over, and responsibility for, the institution. It should provide counsel and accept counsel in determining the purposes, objectives, and overall structure, and should assure the support necessary to effective functioning.
>
> An institution should have an administrative staff competent to carry out its stated purposes. The administration should oversee the total program and have power to insure that it is conducted well.
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> The faculty should have clearly defined responsibility in developing and conducting the educational program and in maintaining the standards and conditions which pertain directly to the curriculum within the limits of the general purposes established by the governing board.
>
> Program. Each program of studies should insure an adequate cultural background and a degree of concentration in one field; there should be breadth to give some awareness of the extent and range of human knowledge and penetration into a particular area of inquiry to afford some mastery of the subject. Terminal programs and curricula in technical specialized, or professional fields must exhibit an appropriate regard for the three major areas of knowledge, i.e., the humanities, the natural sciences, and the social sciences, by devoting approximately twenty percent of the curriculum to general education courses from among these three areas.
>
> The program of study and the requirements for graduation should be clearly stated, and students should be held to the accomplishment of a defined amount and quality of work. The institution should present evidence that its students are qualified for transfer to other institutions of recognized standing and that its graduates are well prepared for continued study.
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> Faculty. The faculty and the quality of its instructional program are the main strengths of an institution of higher education. The professional qualifications of the faculty, the conditions of employment and service, and the effectiveness of teaching are paramount considerations in determining acceptability for membership.

In general, a substantial majority of the faculty members should hold full-time positions on the staff and should have a major personal commitment to the institution. Their preparation and qualifications must be suited to their instructional assignments. Those in the conventional academic fields should hold degrees or present evidence of scholarship or creative achievement appropriate to their positions. Those in the professional or technical fields should have preparation, experience, and attainments comparable to the qualifications of their academic counterparts.

Teaching loads and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and continuing professional growth.

The governing board and the administration should give active support to the development of an instructional staff of high quality. The Association will study carefully the institution's practices in matters of appointment, tenure, and academic freedom.

Students. The Association expects of its members an orderly and ethical program of admission based on systematic appraisal of the intellectual competence of prospective students. The visiting committee will look for evidence that the students have a genuine concern for intellectual matters and a serious attitude toward their academic work.

Careful consideration will be given to quality in the counseling program, the medical and health services, and the extracurricular activities of students.

Facilities and Resources. The quality of the library and the degree to which the library is used by students and faculty are particularly important. The library should be professionally staffed and should be strong enough to support all parts of the curriculum. The faculty and library staff should cooperate in developing the collection as an integral part of the teaching program.

Classrooms and laboratories should be of adequate size, properly equipped for teaching safely and effectively the courses taught in them, and maintained in good order. Residence accommodations, food service, student centers, and athletic facilities should meet acceptable standards.

The institution should present evidence of a sound financial structure. Because the resources of institutions of higher education vary widely, standards of acceptability cannot be defined quantitatively in terms of endowment funds, instructional space per student, per capita expenditures for institution or library books, salary schedules, or other specific measures.

> These resources should be appropriate to the institution insofar as possible, but it should be remembered that it is the spirit and the intellectual life that matter most in the quality of an institution of higher education.[23]

The Commission on Public Secondary Schools and the Accreditation of Occupational Education

Historically the Commission on Public Schools has accredited academic and some vocational schools. In June of 1968 an ad hoc committee was appointed by the President of the New England Association to study a new procedure for evaluation and accreditation of vocational-technical education. According to its chairman, the ad hoc committee is comprised of representatives at the secondary, post-secondary and collegiate levels, and six of its ten members are actively involved in vocational-technical education.[24]

Correspondence with the Chairman of the Ad Hoc Committee on Vocational Education concerning the Committee and its role stated:

> The Ad Hoc Committee views its role as twofold: (1) to direct evaluations for an interim period of time, and (2) to study means whereby the evaluation and accreditation of vocational education will be a permanent and viable structure within the Association. To this end meetings have been held with the separate Commissions, and hopefully before June of 1970 a recommendation will be submitted to the Executive Committee of the Association. Among the alternatives being considered at the present time are the following:
>
> 1. The accreditation of vocational-technical education could be the responsibility of a separate body (not now in existence) within the Association's structure. Such a body would accredit vocational-technical institutions with offerings from grades 9-14 and including those with programs leading to an associate degree. There are 51 such institutions in existence with at least 16 more in different stages of planning, for a total of 67.
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> 2. A separate junior college level commission could be established to evaluate and accredit all two-year degree-granting institutions. Non-degree-granting institutions would have evaluations directed by the Commission on Public Secondary Schools and this Commission would have to include vocational educators.

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[23] Ibid., pp. 2-3.

[24] Letter dated December 29, 1969, from Mr. Daniel S. Maloney, Chairman, Ad Hoc Committee on Vocational Education, New England Association of Colleges and Secondary Schools.

3. A standing committee could be created to work jointly with the Institutions of Higher Education and on Public Secondary Schools.

4. Leave the structure of the Association as is - thus all schools with degree-granting programs would fall under the purview of the Commission on Institutions of Higher Education and non-degree-granting institutions would be a responsibility of the Commission on Public Secondary Schools. The two Commissions would have broader representation to include personnel in vocational education.[25]

No final decision concerning the above alternative possibilities has been made, but Mr. Maloney indicated that, "The Executive Committee has accepted in principles the establishment of a fourth commission to evaluate and accredit vocational-technical education grades 9-14 up to and including an associate degree."[26]

At its annual meeting in December, 1968, the New England Association voted membership to 34 secondary and postsecondary vocational-technical schools ". . . for institutional membership for a limited term of five years to expire in 1973 (continued membership after 1973 is contingent upon completion of the full evaluation process)."[27] Since "membership in the Association constitutes regional accreditation,"[28] it is apparent that these institutions have been accredited for a five-year period, apparently without having undergone evaluation, but they have agreed to assign evaluation dates. Of the 34 institutions, 16 of 20 in Massachusetts have "high school" in their designation. Of the 14 in Connecticut none is designated high school, but it is known that each of these institutions has a large component of high school students in its day-time enrollment. Apparently many of these institutions serve as adult vocational schools after school hours.

Evaluative Criteria

The Ad Hoc Committee on Occupational Education has now adopted a set of 11 standards for public vocational institutions seeking accreditation. The standards relate to the following areas: (1) philosophy and objectives; (2) program of studies; (3) guidance service; (4) library; (5) school staff; (6) records; (7) administration;

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[25]Appendix II to December 29 letter from Mr. Maloney.

[26]Letter of April 8, 1970, from Mr. Maloney.

[27]Letter of December 29, 1969 from Chairman Maloney quoting, in part, from the motion voted upon.

[28]New England Association of Colleges and Secondary Schools, Inc. p. 2.

(8) plant and equipment; (9) school and community relations; (10) financial support; and (11) school atmosphere. Provisions of these standards are as follows:

Philosophy and Objectives. The school shall have a clearly stated educational philosophy which shall be supported by definitely stated objectives designed to serve the individual students and advance the dignity and relevance of vocational-technical occupations.

Program of Studies. The school shall have a carefully planned program of studies consistent with its stated philosophy and the needs of business and industry. There shall be visible evidence of coordination between laboratory courses and related theory. The program of studies shall also consider both immediate employment and further education.

Guidance Service. The school shall have an organized, coordinated guidance service to aid students in meeting educational, vocational, and personal problems. Counseling shall include the provision of career information and placement services to both graduates and undergraduates.

The Library. The school shall have library services with appropriate centers for resource material for every aspect of the school program. There shall be an adequate collection of books and periodicals, auditory and visual aids, and other resource material. The facilities shall be effectively used in the educational program.

The School Staff. The school shall have a staff well qualified in character, health, personality; and staff members shall exhibit evidence of professional competency and state certification in their assigned areas of instruction. The staff shall be sufficient in number, adequately paid, and shall be continually motivated by the dignity of vocational-technical education.

Records. An adequate system of student records and permanent files shall be safely maintained. These should include cumulative records of attendance, progress in school, and level of vocational attainment. There shall be an adequate reporting of grades, and student records concerning previous educational and vocational training shall be available for educational and placement purposes.

Administration. Each school shall be supervised by a full-time, responsible administrative employee who, although accountable to higher authority, shall be the responsible head and professional leader of the school.

Plant and Equipment. The plant and equipment shall include the place or places used for the instruction of theory and skills. The plant shall be consistent with the vocational or technical objectives of the school, and the facilities shall be operated to assure the

safety and health of both students and faculty. The equipment used for the purpose of instructing vocational skills must be sufficient in quantity and appropriate in quality and must be of recent design.

School and Community Relations. School and community relations are of such importance in the development of a good secondary school that an appropriate program for promoting effective relations between school and community shall be maintained and constantly improved.

Financial Support. Financial support of the school shall be adequate to sustain the educational program--including activities--consistent with the philosophy and objectives of the school and with the standards of the New England Association of Colleges and Secondary Schools.

School Atmosphere. The school shall have an appropriate intellectual atmosphere which indicates that an effective educational program prevails.

In addition to, or as a measurement of, the above standards, the Ad Hoc Committee on Vocational Education plans to use the "Trade, Technical, and Industrial Education" section of Evaluative Criteria developed by the National Study of School Evaluation.[30] These evaluative criteria are grouped under five major headings: (1) organization; (2) nature of offerings; (3) physical facilities; (4) direction of learning; and (5) outcomes. Organization is subdivided into (2) general and (b) cooperative work experience programs, and direction of learning is subdivided into (a) instruction staff, (b) instructional activities, (c) instructional materials, and (d) methods of evaluation.

Each area and sub-area consists of a "check list" containing a number of items (from 2 to 30) with a rating scale for each item. The evaluator rates each item either as not applicable or on a four-point scale, poor or missing, fair, good, excellent. While the scale itself is objective, the items most often require a subjective assessment on the part of the evaluator, e.g., "student aptitudes and abilities are considered in evaluations."

Northwest Association of Secondary and Higher Schools

The Northwest Association of Secondary and Higher Schools accredits schools in seven states--Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It is a voluntary organization. Each

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[30] Evaluative Criteria, Fourth Edition (Washington, D. C.: National Study of Secondary School Evaluation, 1969) pp. 245-256.

member institution, through the annual meeting, has a voice in determining Association policy.

Administrative Structure

The Northwest Association is governed by a Board of Trustees comprised of the elected officers of the Association (a president and two vice-presidents), plus six elected members, three elected by each of two existing commissions, a commission for secondary schools, and a commission for higher schools. One of the vice-presidents must be connected with secondary education, and the other must be a member of the faculty or administration of a college or university. They also serve as chairman of the secondary and higher commissions, respectively. The Board of Trustees appoints a non-voting Executive Secretary-Treasurer. Accreditation is an autonomous function of the Commission on Higher Schools and the Commission on Secondary Schools. Each commission employs an executive director and other necessary staff members.[31]

Philosophy of Accreditation

The philosophy of accrediation of the Northwest Association is set forth in its Constitution:

> 1. The purpose of the corporation shall be exclusively educational: to advance the cause of education in the colleges and secondary schools of the Northwest (i.e., within the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington) by taking over and carrying on, in corporate form the existing organization, activities, purposes, assets and liabilities of The Northwest Association of Secondary and Higher Schools, an unincorporated association, as presently constituted.
>
> 2. To develop educational policies and activities which will extend and improve educational opportunities and service.
>
> 3. To develop criteria of evaluation which shall continuously stimulate, evaluate and accredit vital educational effort.
>
> 4. To promote cooperative relationships among colleges and secondary schools in order to attain these ends.
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> 5. To do all things convenient, necessary and proper to accomplish its purposes, as set forth in this Article.[32]

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[31] By-Laws of the Northwest Association of Secondary and Higher Schools, Inc. (1969 revision) News Articles V and VI.

[32] Constitution of the Northwest Association of Secondary and Higher Schools, (1969 revision) Article III.

Clientele and Membership

Association membership is comprised of "corporations, associations, colleges, universities, junior colleges and secondary schools and representatives of State Departments of Education"[33] Representatives of state departments of education automatically become members whenever there are member schools from that state. There is no apparent exclusion from membership of either secondary or postsecondary proprietary schools. There is a classification of "associate membership" for institutions of "like character" accredited by other accrediting associations and for educational institutions such as research libraries and museums not actively offering curricula.

Accreditation of Occupational Education

Concerning the accreditation of postsecondary occupational education, the Executive Director of the Commission on Higher Schools stated:

> Substantially all public, postsecondary occupational education in the Northwest states is offered through comprehensive community colleges and colleges and universities. These programs are accredited as part of institutional accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools. We have very, very few public postsecondary occupational institutions as separate entities. Two of them, the Utah Technical Colleges at Provo and Salt Lake were recently evaluated and accredited by the Northwest Association.[34]

The Commission on Higher Schools is governed by a body comprised of two groups. One group consists of representatives from accredited institutions offering baccalaureate or higher degrees and the other of representatives from "other institutions of higher learning." For the group representing baccalaureate or higher degree-granting institutions, each state having at least one accredited institution in the association is allocated one representative. As many as two public and two independent member institutions in a state qualify it for two representatives. Fifteen member institutions entitle the state to three representatives. For the group representing institutions not granting baccalaureate or higher degrees, a state must have two accredited members to entitle it to one representative, ten accredited members to entitle it to two representatives, and fifteen accredited

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[33]Constitution, Article IV.

[34]Letter dated July 14, 1969, from Dr. James F. Bemis, Executive Director, Commission on Higher Schools, Northwest Association of Secondary and Higher Schools.

members to entitle it to three representatives.[35] Obviously membership is biased in favor of the bachelor and higher degree-granting institutions. At present the Commission is comprised of 22 members, but the proportion of commission membership in the two groups was not readily ascertainable.[36]

Generally, the Commission on Higher Schools grants accreditation to collegiate institutions and to "postsecondary schools whose achievements adequately accomplish clearly defined purposes appropriate to higher education," but each of eight minimum standards must be met for an institution to be eligible for consideration for accreditation by the Commission on Higher Schools:

1. It should already have a charter and/or formal authority from the appropriate governmental agency to award a certificate or the associate or higher degree.
2. It should be a non-profit organization with a governing board representing the public interest.
3. It should offer at least two years of higher education at the undergraduate level or at least one year at the graduate level.
4. It should have been in existence long enough to have graduated at least one class.
5. It should require for admission the completion of not less than an appropriate secondary school curriculum or satisfactory evidence of equivalent educational achievement.
6. It should have adequate financial support to achieve the institutional objectives.
7. Its principal educational programs should rest upon a base of liberal studies required of all or most students. An institution offering specialized postsecondary education may qualify for membership if such specialty rests upon a base of liberal education.
8. It should have a substantial core of full-time faculty to insure continuity, permanence, and adequacy of programs.[37]

Provisions for Correspondent or Candidate for Accreditation status are available for new and developing institutions in order to qualify for funds from certain appropriating agencies.

As of May, 1970, there were 97 accredited postsecondary institutions in the Northwest, 57 of which were classed as colleges and universities, and 38 were listed as less than the baccalaureate. Fourteen were recognized as Candidates for Accreditation and 4 as Correspondents.[38]

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[37] Accreditation Procedural Guide for Higher Schools (Seattle, Washington: Northwest Association of Secondary and Higher Schools, Commission on Higher Schools, January, 1969), p. 1.

[38] Letter of dated April 27, 1970 from Dr. Bemis.

Standards and Evaluative Criteria

The standards by which an institution is judged are closely related to the required institutional self-study, and each standard is followed by a description and an analysis and appraisal to be used in the self-study. Eleven separate standards are used by the Commission on Higher Schools. The Commission acknowledges that the standards were written to include all "higher schools" regardless of differences in purpose, size, organization, scope of program, clientele served, support, and control. Because of this, "A small institution of limited purpose need not concern itself with certain standards, whereas a complex college or university may need to consider all the standards in its self-study."[39] The eleven standards used are: (1) institutional objectives or statement of purpose; (2) finance; (3) physical plant, materials, and equipment; (4) library; (5) educational program; (6) instructional program; (7) administration; (8) students; (9) special services and activities; (10) research; and (11) graduate program.[40]

Institutional Objectives and Statements of Purpose. As a standard, all phases of a college or university program should grow from clearly stated purposes which are appropriate to higher education. Such should be published, distributed and widely available, and an institution's student recruitment, counseling, and retention policies should reflect its central purposes. Purposes should be reasonable for the type of institution, reflect its historical roots, be appropriate to higher education and reasonably attainable with present and projected means, and should have been formulated by and accurately reflect the thinking of the faculty, administration, and trustees of the institution. These purposes should be re-examined periodically with the participation of students, faculty, administration, and trustees to determine both their continued relevance and the extent to which purposes are being met.

Finance. "The financial resources of an institution of higher learning determine, in part, the quality of its educational program." Financial support should be adequate to provide the instruction and other services to meet the institution's stated purposes, and finances should be properly administered. "Sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, audits, capital outlay, and sound financial management are matters of vital importance in accreditation." The self-study requires a complete breakdown and analysis of sources of income and operating

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[39] Manual of Standards and Guide for Self-Study for Accreditation of Higher Schools (Seattle, Washington: Commission for Higher Schools, Northwest Association of Secondary and Higher Schools, 1966), p. 3.

[40] Standards and criteria summarized in the following sections are from Manual of Standards, pp. 3-32.

budgets for the various facets of the institution.

Physical Plant, Materials and Equipment. The standard for physical facilities indicates that buildings, materials, equipment, and campus should be designed and maintained to serve the needs of the institution in relation to its stated purposes. Factors to be considered in the evaluation are: (1) adequacy of campus space; (2) a master plan for campus development; (3) sufficiency of classroom space which is properly lighted, heated, and adequately equipped; (4) the use of space utilization studies to determine needs for new facilities; (5) adequate laboratory equipment and facilities for programs having special needs; (6) adequate landscaping to divide the campus into attractive and useful areas; and (7) satisfactory parking space. It is also "strongly recommended" that administrative officers and faculty who will occupy new facilities be consulted during the planning stages. Finally, duties and responsibilities for plant and campus maintenence should be clearly defined and specifically assigned to include campus security, fire protection and traffic safety.

Library. The standard for the library provides that it should be administered as a part of the academic program by a well trained professional staff with representatives of the teaching faculty acting in an advisory capacity, and that services should be evaluated regularly to determine the library's effectiveness through the nature and extent of its use. In addition to being housing in a well lighted, ventilated, and adequately equipped building with sufficient seating capacity to accommodate the needs of the students and faculty, the book and periodical collection "should, by quality, size, and nature, support and stimulate the entire educational program."

Educational Program. The Manual of Standards provides that:

> The educational program must be clearly related to the purposes of the institution. This relationship between purposes and program must be clearly demonstrated in the policies of admission, content of curricula, requirements for graduation (quantitatively and qualitatively), and instructional methods and procedures. An institution should have a well-defined and clearly-expressed admission policy, so related to its educational purposes that it insures the admission of those students who can benefit from its educational program. The curricular offering of an institution should be clearly and accurately described in published materials.

Further, instructional techniques and policies should express the purposes of the institution as well as the specific objectives of an individual course. The Manual concludes that, "Instruction, to be effective, must be evaluated continuously and an institution should be able to present evidence that efforts are being made to improve instruction."

Instructional Staff. The standard for an institution's instructional staff indicates that:

> The selection, development, and retention of a competent faculty at all academic levels is of paramount importance to all institutions. The effectiveness of the total educational program is determined in large measure by the relationship between faculty objectives and institutional purposes or goals. A well-trained and oriented faculty, who have had an opportunity to aid in the development of academic policies, who have a reasonable feeling of security in their positions, and who have adequate safeguards of their academic freedom, should be very effective in realizing the purposes and goals of the institution.

Other factors considered to contribute to an effective instructional staff are: (1) provision for adequate faculty participation in the development of academic policies; (2) provision for adequate channels of communication among faculty and between faculty and administration; (3) academic preparation and experience of the faculty; (4) continuous professional growth of the faculty; and (5) adequate provisions for faculty salaries, benefits, and tenure. "In the final analysis, the performance of the faculty determines the academic quality of the institution. Each institution should provide for continuing education of faculty performance and for equitable recognition of faculty effectiveness."

The self-study requires that each institution provide data on terminal degrees, salary, experience, rank, and credit load of faculty numbers.

Administration. Administration, in the context of the Northwest Association Manual of Standards, consists of an institution's administrative personnel and its board of trustees. In that administration is concerned, either directly or indirectly, with all aspects of the organization and operation of an institution, the following standard is set forth:

> A first essential for a strong institution is a carefully planned administrative organization which coordinates all its resources effectively toward the accomplishment of the accepted institutional purposes. This organization should provide for responsible participation in decision-making, execution and evaluation by the various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational program offered, but both its structure and the accompanying operation procedures should be clearly defined and understood by all who are involved. Ample opportunities for communication throughout the insitution are highly important.

Other sections of the standard suggest that job descriptions for all positions, the pattern of faculty organization, provisions regarding

tenure and advancement, and all policies and regulations affecting institution personnel should be available to all concerned. The governing board should be chosen with regard to ability and willingness to serve the institution; should act as a body politic; should not be subject to pressures, state political or religious; and should have a clear idea of its responsibilities--defined in official policy statement. Finally, a clear differentiation between the policy-making function of the board and the executive responsibilities of those who carry out such policies is essential. The chief administrative officer should be free to operate within board policies, according to a carefully developed administrative code.

The self-study requires information on the board, its make-up and its powers; the administrative organization, to include faculty committees, administration of the financial program and the physical plant; and public relations.

Students. The standard concerning students is subdivided into 12 separate sections, the elaboration of which constitutes a major portion of the Manual of Standards and accounts for 26 of 65 pages. The overall standard states:

> An institution should have and express a continuing concern for the total welfare of each student including his physical and mental health, development of capacities and talents, establishment of relationships with other persons, and motivation for progress in intellectual understanding. The institution should seek to know as much as possible about the background of its students and should keep this information current and appropriately confidential.
>
> The institution should provide activities which will not only motivate the students toward significant academic achievement, but also will establish meaningful associations among students, faculty, and the administration and will furnish ample opportunities for the development of numerous individual talents.

To effect the above standard, the Manual of Standards sets standards for the following 12 areas: (1) admission; (2) registrar; (3) orientation; (4) counseling and testing; (5) financial aid; (6) housing, (7) health; (8) extracurricular activities; (9) athletics; (10) book store; (11) placement; and (12) alumni.

Admissions. The admissions policy should be the responsibility of the faculty, administration, and governing board. It should be clearly expressed and openly published, and the responsibility for administering policy should be clearly defined. Both quantitative and qualitative admission requirements should relate to the purposes of the institution. The primary criterion for evaluating admission and retention requirements is the success of students in programs to which they are admitted. Policy for acceptance of transfer credit and re-admission of students should be clearly defined.

Registrar. The function of the registrar is that of keeping adequate records. Unless otherwise designated, these should include academic records, minutes of faculty and policy committee meetings, permanent student records, and other records necessary for the academic management of the institution.

Student Orientation. A program of student orientation should be provided which is flexible, challenging and current. Such a program with the support of faculty and administration, should establish an individual and personal relationship between the entering student and the institution. The institution must accept the responsibility for maximizing the educational value of all aspects of a student's life on campus.

Counseling and Testing. Capable counselors should be readily available to deal with academic, personal, and vocational problems of the student. Such programs should be tailored to the needs of the institution, but in any case there should be a well-developed program which is periodically evaluated with clear delineation of responsibility. Emphasis should be given to graduation requirements, diagnosis of pertinent data, advisor assignments, and the adequate use of educational and psychological tests to evaluate the capabilities and interest of students.

Financial Aids. Each college should strive to assist with some form of aid every needy student who can meet the basic academic requirements for admission and such aid should be adequate to enable the student, once admitted, to achieve his educational objective.

Bookstore. A bookstore should provide complete stocks of required and recommended texts for all courses; technical and reference books and study aids as needed; and offer a reasonable selection of fiction, nonfiction, poetry, and a wide assortment of paperbacks for supplementary reading.

Housing and Food Service. Where applicable, institutional housing should provide, at the minimum, a safe, clean, and reasonably convenient place for enrolled students to live. Careful attention should be given to food service to include freshness of food, nutrition, sanitary facilities, and kitchen personnel.

Health Services. Depending on the institutional situation, adequate provision should be made for the protection of student health.

Extracurricular Activities. The standard for extracurricular activities states:

> In order to properly minister to the students' physical, mental, and moral needs, the institution should have a well-coordinated student program of extracurricular activities. The program should be diverse enough to adequately cover the needs and interests of the student body. Participation in these

activities and organizations should be limited to a point where they contribute to, and not interfere with, the academic progress of individual students and the primary instructional program of the institution. Adequate financial support is necessary. Management should be a joint responsibility of the students and faculty.

Athletics. The standard provides that if formal programs of intercollegiate and intramural atheltics are conducted, they shall be a part of the educational program of the institution, and that the administration and faculty shall have responsibility for and control over all such activities.

Placement. The placement standard states:

> An institution has an obligation to assist students in securing part-time employment on campus, off campus during the school term and the summer, as well as for appropriate employment of graduates. It has the further obligation to maintain continuing contact with prospective employers in those professions and other occupations for which it offers preparation.

Alumni Relations. Every institution should keep current and accurate records of the names, addresses, occupations, and accomplishments of its almuni. Further, the relationship between an institution and its alumni should be such as to encourage each alumnus to continue his interest in and to participate in the development of the institution.

Special Services and Activities. To achieve their central purposes and to meet their responsibilities to constituents, institutions should provide specialized services and activities characterized by some or all of the following: branches, centers, extension classes, correspondence and home study, foreign study and travel, conferences, institutes, short courses, workshops, lecture series, evening classes, summer sessions, museums, and radio and television. Such services and activities should be justified within the framework of the institution's stated purposes and must be an integral part of the total educational program of the institution.

Research and Graduate Programs. The two final standards are not summarized because research, in the context of the Manual of Standards, refers to "advancing the frontiers of knowledge"--not internal research--and graduate programs have no applicability to occupational education in the context of this study.

North Central Association of Colleges and Secondary Schools

The North Central Association of Colleges and Secondary Schools

is the largest, both in membership and geographical area, of the six regional accrediting associations. It encompasses the following 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. From this enumeration it can be seen that, with the exception of the Atlantic and Pacific coast states, this association spans the continent east to west, and its jurisdiction extends from the Canadian to the Mexican borders.

Administrative Structure

The North Central Association is governed by an 18-member Board of Directors, all of whom must be directly connected with a university, college, or secondary school which holds membership in the Association or with a state department of education within the area served. Ex officio members are the Association officers, including president, immediate past president, secretary, treasurer, and editor of the publications. The last three are without voting rights. Three commissions operate within the Association, the Commission on Colleges and Universities, the Commission on Research and Services, and the Commission on Secondary Schools; the chairman and executive secretary of each of the three commissions are board members. In addition, each commission elects two members.[41] Current board membership includes three university presidents, four university vice-presidents, two university deans, three university professors, two high school principals, one assistant superintendent of schools, one director of secondary personnel in a public school system, and one full-time association member (only 17 are named).[42]

Philosophy of Accreditation

The only statements available concerning the Association's philosophy of accreditation were:

> The accreditation program is designed to provide an assessment of the total quality of an institution. Institutions seeking membership in the Association are required to develop an institutional self-study and undergo an on-campus evaluation by an examining team. . . On the basis of the visit a judgement will be made concerning the accreditation of the institution.[43]

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[41]"By-Laws of the Association," North Central Association Quarterly, Vol. 54 (Summer, 1969(, pp. 209-17.

[42]Ibid., p. 1.

[43]Program for Institutions Seeking Membership in the North Central Association (Chicago, Illinois: Commission on Colleges and Universities, North Central Association, revised April, 1969), p. 1.

Clientele Membership

Accreditation of an institution by the North Central Association conveys membership in the Association. Eligibility requirements for consideration of membership to the Commission on Colleges and Universities are explained:

Institutions that comply with the following criteria are eligible for consideration for membership in the Association:

(1) The institution must have a charter and/or formal authority from the appropriate governmental agency to award a certificate or diploma, or an associate or higher degree;

(2) The institution must be chartered or incorporated as a non-profit institution devoted primarily to educational purposes;

(3) The institution must require for admission the completion of not less than a secondary school curriculum or satisfactory evidence of other appropriate preparation;

(4) The institution must include in its curriculum, or as a prerequisite for admission or graduation, a program of general education;

(5) The institution must be operated in such a way as to maintain its postsecondary identity even though instruction may be extended to secondary school students.[44]

Two alternate routes to membership are also provided. Newly established institutions may apply for Correspondent status, and institutions that have been in operation for at least one year may apply for Recognized Candidate for Accreditation status. All applications for membership must be accompanied by a "comprehensive and intensive" self-study, and any institution which has been in operation long enough to apply for membership is not eligible for Correspondent status.[45]

Accreditation of Occupational Education

Correspondence from the Executive Secretary of the Commission on Colleges and Universities indicated that responsibilities for

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[44]Open mimeographed letter to prospective applicants for accreditation. Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools, revised October, 1969.

[45]Ibid.

accreditation of occupational education have been met in the following manner:

> With regard to the accreditation of vocational-technical education, I can report that the North Central Association has accepted responsibility for the accreditation of institutions offering such programs sponsored by public agencies. Strictly vocational high schools will be evaluated and accredited by our Commission on Secondary Schools which is now making plans for the implementation of this responsibility. All other types of publicly controlled institutions offering vocational-technical education will come under the purview of the Commission on Institutions of Higher Education. This will include non-degree-granting as well as degree-granting institutions.[46]

Provisions for representation of non-degree-granting institutions on the Commission and the extent of the development of specific guidelines and criteria for evaluating such institutions were explained as follows:

> Provision has been made for representation of non-degree-granting vocational-technical institutions on the Commission on Institutions of Higher Education on precisely the same basis as degree-granting institutions are represented. Persons with special competence in the several areas of vocational-technical education are included on the examining teams for institutions with programs of that type. The guidelines used for evaluation are being modified to give recognition to institutions which do not follow the traditional collegiate pattern.[47]

From the above explanation, it is apparent that degree-granting two-year colleges and technical institutes have in the past been evaluated and considered for accreditation by the Commission on Colleges and Universities. Occupational education, when occurring in such institutions, has been considered as a part of the institution's overall program and evaluated utilizing the standards and criteria by which the four-year colleges and universities are judged.

The Commission on Colleges and Universities is at present comprised of 64 members plus an executive secretary and three associate or assistant secretaries. Bylaws do not specify the number of members, except that three shall be appointed by the Commission on

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[46]Letter from Dr. Norman Burns, Executive Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools. Note: A bylaw amendment accepted at the April 8, 1970 meeting of the Association changed the name of the commission to "Commission on Institutions of Higher Education".

[47]Ibid.

Secondary Schools, that the others shall be "representatives of member colleges elected by the Commission subject to the approval of the Association. . . ," and that membership "shall be in accordance with a formula adopted by the Commission which shall provide for representation by district and type of institution."[48]

Present elected membership includes 39 presidents and vice-presidents of four-year colleges or universities, 10 deans or provosts of four-year colleges or universities, two university presidential assistants, and five professors of four-year colleges or universities. Representing two-year colleges are three junior or community college presidents, one junior college vice-president, and one dean of vocational-technical education. Appointed by the Commission on Secondary Schools are a superintendent, an assistant superintendent, and a principal. Of the total commission membership, 56 (87 percent) represent four-year institutions, 5 (8 percent) represent two year institutions, and 3 (5 percent) represent public schools.[49] Of a total of 554 institutions accredited by the Commission on Higher Education, 109 (20 percent) offer the associate degree as the highest degree offered.[50]

Standards and Evaluative Criteria

Rather than publishing standards and evaluative criteria, the Commission on Colleges and Universities publishes a Guide which is considered a statement of principles for higher education. As viewed by the Commission, the Guide

> . . . directs attention to those areas which are deemed important in the assessment of quality in colleges and universities, and suggests some of the questions that should be asked about the several aspects of an institution's work. It is, as the name indicates, a guide--not a manual which sets forth the standards to be employed in assessing the quality of an institution.[51]

The purposes of the guide are to assist: (1) institutions of higher education in their continuing effort to carry on self-evaluation; (2) consultants serving institutions; and (3) examiners assessing the quality of institutions within the accrediting policies of the Commission. It is acknowledged that the Guide "does not provide answers,

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[48] By-Laws, Article VI, Section 2.

[49] Association Quarterly, pp. 8-9.

[50] Ibid., p. 37.

[51] Guide for the Evaluation of Institutions of Higher Education (Chicago, Illinois: Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools, 1968), p. iii.

but it does provide a basis for formulating judgments and drawing conclusions about institutional quality." It further "recognizes that there is no substitute, for good judgments made by professionally qualified persons."[52]

The Guide is organized into a set of seven "basic questions" which are analogous to the standards of other associations:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well-organized for carrying out its educational task?
4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale?
6. Is student life on campus relevant to the institution's educational task?
7. Is student achievement consistent with the purposes of the institution?[53]

In the following paragraphs, each of the "basic questions" is analyzed in the context of the Guide.

Educational Task. In the question of the task of the institution, the Guide recognizes that institutions may serve a variety of purposes and range from single to multiple purpose. Nevertheless, it is important that each institution clearly determine the particular tasks to which it commits its resources. This requires a clearly enunciated statement of purposes:

> Statements of purposes provide a guide for educational planning. They provide a frame of reference for decisions about student admission and retention policies, the curriculum and other educational experiences made available to students, the faculty, and the organization of the institution, the physical facilities, and the financing of the enterprise. In addition to the institutions' instructional function, the stated purposes should include reference to research and service where such activities are carried on by the institution.

Factors which should be considered in developing the purposes of the institution are: (1) its role in the immediate geographical area, the nation, and the international community; (2) an understanding and

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[52] Ibid.

[53] Ibid. These seven questions, synthesized in the next several paragraphs, are discussed in pp. 1-22 of the Guide.

acceptance of the purposes of the institution by the faculty; and (3) a set of projected plans for the future which are consistent with the basic orientation of the institution.

The Guide concludes that "an institution should continually and systematically seek evidence of its effectiveness in fulfilling its educational responsibilities."

Availability of Resources. Institutional resources are classified as faculty, finances, plant and equipment, and library and other instructional facilities.

Faculty Resources. The two facets of faculty resources considered are qualifications and effectiveness. While recognizing that all are not equally relevant in all types of institutions, the Guide considers the following among those data helpful in determining faculty qualifications:

> The percentage of the faculty holding earned doctorates and the percentage holding other advanced degrees; the average amount of graduate study completed by the faculty as a whole and the calibre of the graduate institutions represented; the extent to which persons are teaching in areas in which they have received advanced training; the kinds of work experience the faculty has had in developing special competencies; the evidences of scholarly attainment; the extent of faculty attendance at and participation in meetings of learned societies; and the extent to which the institution recruits its faculty from its own graduates. The relative importance of the different kinds of data on faculty qualifications will vary according to the requirements of the instructional program.

The Guide considers equally important as faculty qualifications, "though less easily measured," such nebulous characteristics as general tone of the institution, the zest with which students and faculty pursue their work, and the interest shown by the faculty in the student and his progress toward desired goals. In terms of faculty effectiveness, an institution should make a systematic effort to evaluate faculty effectiveness in the classroom and in the performance of whatever other duties the faculty is expected to perform.

Financial Resources. The financial structure of each institution "must be evaluated in terms of the adequacy of the resources available to meet the particular demands placed upon the institution." Evidence should indicate that financial support is adequate to provide the instruction and other services called for in the stated purposes and that finances are efficiently applied. Other factors considered are the institution's history of indebtedness and its financial accounting.

Plant and Equipment Resources. Physical plant, which includes buildings, grounds, and equipment "should be judged in terms of the

requirements of the educational program," should accommodate the tasks of the institution, and should be kept in good repair. Space and equipment should be utilized as efficiently as possible. To this end, institutions are "urged to make studies of equipment and space utilization from time to time."

Library and Other Instructional Facilities. "The library should provide the facilities needed to support the educational program, and there should be evidence that such facilities are used." Emphasis is placed upon the extent to which the library collection reflects the needs of the institution rather than the number of books, periodicals, and reference books. Other factors considered are utilization statistics (faculty and students), open stacks, loan service, adequate seating space, study carrels, and an adequately trained staff. A history of expenditures and cooperative arrangements with other libraries is also considered.

Institutional Organization. According to the Guide, the purpose of administration is to facilitate the achievement of an institution's purposes. No attempt is made to seek conformity of structure since different institutions have different purposes. Factors which are considered in the evaluative process are: (1) the board of control; (2) administrative leadership; (3) faculty organization; and (4) student organization.

Board of Control: The proper function of a board of control is to determine rather than execute policy. Management functions should not be entered into by individual board members or the board as a whole. Factors which are considered in assessing the effectiveness of the board of control are:

> the size of the board, the membership and terms of service of the board, the method of selecting board members, the occupations of board members, institutional officers responsible to the board, and the functions of the board and its committees as outlined in the bylaws. In addition to examining these data on structure, an evaluation should penetrate as far as possible into the processes employed by the board of control in discharging its obligations. It is important to know what the main concerns of the board are as reflected in the minutes, and to ascertain what significant decisions on institutional policy the board has made in recent years and how these decisions have been carried out. Conferences with board members will often reveal much about the way in which the board of control operates.

Administrative Leadership: The size of an administration is dependent upon the complexity of the institution. No specific guidelines are set forth in the Guide, but areas "to be considered" are academic administration, student personnel administration, financial administration, and administration of special activities. Responsibilities "should be delegated to qualified individuals, with due regard to the faculty in policy determination."

Faculty Organization: The Guide places emphasis upon faculty committees, both ad hoc and standing, as the most important vehicle of faculty organization. Evaluation is based upon the number of committees, their concerns, constitution, function, and degree of activity. In general, the faculty organization

> should allow for the representation of all educational interests, should encourage faculty members to participate in the affairs of the institution, should provide the means through which the faculty participates in planning and policymaking, and should help to coordinate the diverse interests of the faculty. It should relate to the administrative staff in such a way as to contribute maximally to the success of the institution in accomplishing its purposes.

Evaluation of the faculty organization shall include consideration of the process of decision-making, the structure, and effectiveness of operation.

Student Organization: The only guideline for student organization is that:

> It is of major importance that continuing systematic provision be made for the expression of student opinion regarding institutional policies, and that serious consideration be given to student opinion when decisions are made.

Programs of Instruction. The two factors upon which the adequacy of a program of instruction depend are the design of an appropriate curriculum and the provision of quality instruction.

The Curriculum: The college curriculum, defined as the total range of educational experiences available to or required of students, is dependent upon an adequate source of curricular materials and the proper selection of such materials. Each curriculum must possess a rationale, e.g., liberal or general education, vocational education, breadth, depth, continuity, sequence, or integration. A general requirement is:

> Each institution will be expected to show that it requires a program of general education to enable the student to become acquainted with the major areas of knowledge--the biological sciences, the humanities, the physical sciences, and the social sciences. The instructional programs should enable the students to become acquainted with basic ideas in these areas and gain proficiency in dealing with the modes of thought involved in each discipline. An institution should be prepared to give the reasons in support of its particular plan of general education.

Quality of Instruction: According to the Guide, quality of instruction is dependent upon and measured by: (1) recognition of good teaching; (2) an adequate program for induction of new teachers;

(3) clearly stated and understood procedures for recruitment, retention, and promotion of faculty members; (4) the provision of adequate opportunities for professional growth and development; (5) academic freedom and tenure; and (6) an institutional concern for improvement of instruction, which should include a continual study of the institution's problems. (It is suggested that students constitute an important source of information for improving instruction.)

Faculty Morale. "High Morale is essential to faculty effectiveness. The level of faculty morale is a function of the whole range of institutional policies and practices discussed throughout the Guide." Other factors which have a direct bearing on faculty morale and which are considered in the evaluation of an institution are: (1) faculty salaries; (2) service loads; (3) provisions for retirement insurance and other fringe benefits; and (4) provisions for office facilities, secretarial help, technical assistance, and student assistance.

Student Life on Campus. The total range of a student's experiences on campus contributes to his education. Concomitant with the acceptance of this principle is the responsibility on the part of the institution to maximize the educational value of all aspects of a student's life on campus. Each institution is evaluated in the context of its environment and purposes, but factors which are considered in assessing the quality of student life on campus are: (1) extra-class activities; (2) adequate provision of student boarding, housing, and health services; (3) a good counseling program which includes academic, vocational, and personal counseling; (4) an adequate program of financial assistance and placement to "assist graduates in securing appropriate employment"; and (5) standards of student conduct (set forth in a student handbook) providing some measure of student formulation and enforcement consistent with the purposes of the institution.

Student Achievement. "Realistic expectations regarding the achievement of students must take into account the kinds and levels of ability of the students admitted to the institution." Measurement of student progress varies with the purposes of the institution. Whereas some institutions emphasize intellectual growth, others may be equally concerned with such variables as attitudes, values, motivations, and personality traits. In any event, an institution should utilize a range of evaluative techniques sufficient to comprehend the range of desired outcomes. Although standardized tests may be used to measure student achievement, the Guide considers the progress made by students toward desired goals rather than the absolute level of student achievement a more important measure of institutional accomplishment. Other factors to be considered in assessing student achievement are: (1) the number and performance of graduates who continue in professional and graduate school (to the extent that this is an accepted purpose of the institution) and (2) follow-up studies of graduates other than those pursuing further studies. In the final analysis, according to the Guide, the basic concern of any educational institution should be to move the student as far as possible toward his

desired goals, considering the level of his accomplishment at the time of entrance and his apparent potential for growth.

Southern Association of Colleges and Schools

The Southern Association of Colleges and Schools serves 11 Southeastern states--Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. It is the second largest of the regional accrediting associations, second only to the North Central Association, in geographical area.

Administrative Structure

The Southern Association is governed by an 18-member board of trustees, six of whom are ex officio. An additional two members are nominated by each of three commissions within the Association, and six are nominated by a nominating committee from the Association at large. Of the at-large members, two must be from higher education, two from secondary education, and two from elementary education. Current membership on the board of trustees, in addition to the six ex officio members, includes five administrators from four-year colleges and universities (presidents, vice-presidents, and deans); three college or university professors; three superintendents of schools; and one director of an "education service center." Five of the six ex officio board members are administrators (predominantly presidents) of four-year colleges or universities, and the sixth is with a state department of education. No member of the current board represents directly a two-year college or technical institute, nor does any member hold an administrative position in occupational education.[54]

Within the Association there are at present three semi-autonomous commissions, the Commission on Colleges, the Commission on Secondary Schools, and the Commission on Elementary Schools. The Southern Association is the only one of the regional associations which accredits elementary schools.

Philosophy of Accreditation

The Southern Association's philosophy is best stated in its purposes:

(a) To identify for local, regional, national, and international purposes those schools and colleges of acceptable quality to be designated as accredited institutions.

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[54]Proceedings: Seventy-Third Annual Meeting of the Southern Association of Colleges and Schools (Atlanta, Georgia: Southern Association of Colleges and Schools, February, 1969), pp. 19-20.

(b) To work with agencies concerned toward the improvement of education in other regions and other countries.

(c) To promote, through positive action, cooperation and articulation among individuals, institutions, groups, and agencies interested in education in the South.

(d) To operate programs of action that are designed to bring about specific and concrete improvements in educational practice.

(e) To preserve the integrity of member schools and colleges and serve as a voice for the profession stimulating desirable developments and speaking against intolerable or threatening conditions.

(f) To discover and disseminate information bearing upon the solution of important educational problems.

(g) To encourage and strengthen local responsibility for schools.[55]

Clientele and Membership

The only provisions for membership are:

> Active membership shall be open to qualifying public and independent elementary schools, qualifying public and independent secondary schools (including junior high schools), qualifying public and independent postsecondary specialized and technical schools, qualifying public and independent colleges and universities, and state departments of education.[56]

The term "qualifying" is not defined in the bylaws.

Accreditation of Occupational Education

To date, accreditation of postsecondary occupational education has only been performed by the Commission on Colleges which confines its evaluative efforts to institutions which offer an associate or higher degree:

> The Commission on Colleges of the Southern Association of Colleges and Schools accredits non-profit (public and private) degree-granting institutions of higher education in the Southern region when these institutions seek accreditation and when they are evaluated and found to be in compliance with the Standards of the College Delegate Assembly. Our membership thus includes

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[55] Ibid., pp. 2-3.

[56] Proceedings, "By-Laws," Article IV, Section 4.01.

> not only general junior colleges, senior colleges and universities, but comprehensive community colleges and special purpose institutions such as seminaries, art institutes, technical institutes and technical education centers. Without question the evaluation of many and varied programs of occupational education at several levels is involved in the process of accrediting these various institutions.[57]

Within the area served by the Southern Association are approximately 200 postsecondary area vocational schools and technical institutes which do not offer a degree. In 1966 the Commission on Colleges requested that the Director of the Southern Association implement a study to determine how best to serve these institutions which at the time were not eligible for consideration for accreditation by the Southern Association. To provide a vehicle for accreditation of these institutions, the Chairman of the Board of Trustees of the Southern Association in 1968 appointed a Committee on Occupational Education to begin the development of standards and criteria for the evaluation of these institutions and to begin a process of institutional affiliation with the ultimate objective of accrediting the affiliated institutions which meet the minimum standards established. It is the apparent intent of the Southern Association that this committee, at the proper point in time, become a fourth commission of the Association.

Since the Southern Association has used a dual approach to the accreditation of postsecondary occupational education, the activities of the Commission on Colleges and the Committee on Occupational Education are discussed separately.

The Commission on Colleges and the Accreditation of Occupational Education

The Commission on Colleges (administrative board) consists of 54 members as follows: (1) two persons from each of 11 states and six persons at large, all connected with senior colleges member institutions; (2) nine persons all connected with junior college member institutions; (3) one person connected with a member public school from each state; and (4) six persons elected at large from member institutions.

Members of the Commission are elected by the Association after nomination by the Commission itself and approval from the Delegate Assembly (member institutions).[58] The Commission, therefore, is self-perpetuating. The 1969 membership consisted of 32 senior college or university administrators (primarily presidents and vice-presidents);

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[57]Letter from Dr. David T. Kelly, Associate Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools.

[58]*Ibid.*

10 superintendents of schools and one additional public school administrator; seven community or junior college presidents; two technical institute directors; one director of a state system of community colleges; and one college professor. On a percentage basis, 61 percent of the members represent four-year colleges and universities, 20 percent represent public schools, and 19 percent represent junior colleges and special purpose institutions. Total institutional membership is 477, of which 298 (62 percent) are four-year colleges and universities, 160 (34 percent) are junior or community colleges, and 19 (4 percent) are special purpose institutions (primarily technical institutions). On this basis it would appear that representation of the public schools is at the expense of the two-year institutions and not the senior colleges.

Evaluative Criteria of the Commission on Colleges

The Commission on Colleges has developed a set of standards which are utilized in the evaluation of institutions applying for accreditation. These 11 standards, which are much like those of the other associations, are: (1) purpose; (2) organization and administration; (3) educational program; (4) financial resources; (5) faculty; (6) library; (7) student personnel; (8) physical plant; (9) special activities; (10) graduate program; and (11) research.[59] Since graduate programs and research, in the context of the standards, do not apply to occupational areas, they are not further discussed.

The Commission on Colleges feels that its statement of purpose and philosophy, which is similar to that of the Association expressed in a preceding section, is "not only an introduction to the Standards, but is also of equal force with the eleven standards." Moreover, emphasis is placed upon the institution as a whole:

> Assuredly, the Commission is interested in qualifications of faculty, the state of academic freedom, library size and numerous other educational factors in an institutional operation. It is finally concerned, however, with the totality of the effort, and the atmosphere in which it is carried on. The assessment of this totality overrides smaller considerations as the decision is approached whether or not to retain membership.

Each of the standards except the first is supplemented by "Illustrations and Interpretations" which elaborate upon the standards and may enumerate specific requirements. A prerequisite to the

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[59] Standards of the College Delegate Assembly of the Southern Association of Colleges and Schools (Atlanta, Georgia: Southern Association of Colleges and Schools, December 4, 1968). These standards which are summarized in the following sections are found on pp. 4-22.

evaluative process is an institutional self-study, for which a manual has been prepared to guide the institution.[60]

Purpose. Each institution should have a clearly defined purpose incorporated within a pronouncement of its role in the educational world. The institution's integrity is measured in terms of its stated purpose and its conscientious endeavor to fulfill this purpose. The governing board should approve all changes in purpose, which should be examined periodically, but the faculty and administration should have the right to purpose changes. All aspects of an institution's operation should be adequate and appropriate to meet the stated purposes of the institution.

Organization and Administration. The administrative organization should bring together and effectively coordinate the resources of the institution to accomplish its objectives. The organizational structure and administrative process should be well defined and understood by the entire college community. Governing board members should be chosen on the basis of willingness and ability to serve; the board should act only as an entity to establish policy and not be subject to undue pressures from state officials or other outside political or religious groups. The difference between policy and administrative prerogative should be clearly defined, and each board should be assured appropriate continuity and independence. Bylaws and board decisions should be published, as should formalized faculty manuals.

Educational Program. The educational program must be clearly related to the purposes of the institution. The relationship between purposes and program must be demonstrated in policies of admission, content of curricula, graduation requirements, instructional methods, and quality of work required of students. Specific admission policy should be the responsibility of the administration and the faculty. There should be a clearly defined process by which the curriculum is established and controlled with proper representation by the faculty, and the general environment should be conducive to study, learning, and instruction. Instruction should be related to the objectives of the course, the capability of the students, and the general institutional standards of quality. Evaluation of instruction should be related to subject matter, course objectives, and the program of studies. The effectiveness of instruction should be under continuous study, examinations should be developed with care, and variety in types of measurement should be encouraged. Long-term and general effects of instruction should be measured through the use of such techniques as comprehensive examinations, follow-up of graduates in more advanced programs, sampling student opinion, and standardized tests.

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[60] Manual for the Institutional Self-Study Program of the Commission on Colleges (Atlanta, Georgia: Southern Association of Colleges and Schools, 1967).

Finance. The adequacy of the financial resources of an institution is judged in relation to the basic purposes of the institution, scope of program, and number of students. Organization of the business structure should reflect that financial resources are tools of the educational enterprise and should exhibit sound budget and control and future planning. Both public and private institutions must exhibit stability of income per student over a three-year history. The standard also provides a minimum level of expenditure based upon the type of institution and its enrollment. For junior colleges and other two-year institutions this minimum is:

Enrollment	Minimum Expenditures
0 - 200	$145,000
201 - 500	$145,000 plus $675 per student over 200
501 - 1,000	$347,000 plus $575 per student over 500
1,001 and over	$635,000 plus $475 per student over 1,000

Additional "interpretations" are provided for budget control and preparation, accounting, income management and purchasing.

Faculty. In the main, the standard on faculty provides that:

> The selection, development, and retention of a competent faculty at all academic levels is of major importance to all institutions. The relationship between faculty objectives and institutional purposes determines in large measure the effectiveness of the total educational program. The institution should make known its purposes and objectives to prospective faculty members, as well as its expectations of them. This should be done in order that objectives sought by the faculty will be in harmony with the institutional purposes.
>
> Provision should be made for adequate faculty participation in the development of academic policies. The organization should provide regular and open channels of communication among faculty and between faculty and administration, and should be broadly representative of the faculty as a whole.
>
> The academic preparation and experience of the faculty are significant factors in determining the quality of a college or university and should be such as to further the purposes of the institution.

In the "Illustrations and Interpretations," specific attention is given to the procedure for recruitment and selection, academic preparation, faculty organization, professional growth, financial security, tenure and academic freedom, teaching loads, criteria and procedures for evaluation, promotions in rank, and salary and other recognitions. Of these, only academic preparation is stated in quantative terms: In junior colleges, at least 40 percent of the teaching faculty in

humanities, social sciences, and natural sciences must possess professional preparation equivalent to one year of advanced study beyond the master's degree, and "some" faculty members should possess the equivalent of two years advanced study beyond the master's degree or have an earned doctorate. In senior colleges, 50 percent of the teaching faculty in humanities, natural sciences, and social sciences must have educational preparation equivalent to one year beyond the master's degree, with at least 30 percent holding an earned doctorate. In special purpose institutions, faculty members teaching in social and natural sciences and humanities must have "master's degree level qualifications in appropriate disciplines." In creative and applied arts and in "specialized professional or technical fields, evidence of professional competency is acceptable in lieu of advanced degrees.[61]

For faculty evaluation, each institution should have a statement of the criteria against which individual performance is measured. Criteria may vary from unit to unit but should be consonant with the purposes of the institution. Criteria should be known and accepted by both evaluating officals and the faculty and be readily available to the faculty. Periodic appraisal using established criteria is considered essential.

Library. The standard for the institution's library indicates that the library should include a well trained professional staff with representatives of the teaching faculty acting in an advisory capacity. Services should be evaluated regularly to observe the library's effectiveness through the nature and extent of its use. In addition to being housing in an adequate facility, properly equipped, and open a sufficient number of hours, "the book and periodical collection should, by quality, size, and nature, support and stimulate the entire educational program." "Illustrations and Interpretations" provide guides on use of an academic committee, record-keeping, budget, staff, collections, buildings and equipment, hours, and service. Quantitative requirements are that the professional librarian(s) is defined as one holding a graduate library degree and that two and four-year colleges should maintain a minimum service time of 60 hours per week; universities, 80 hours per week.

Student Personnel. The main emphasis of the standard on student personnel is upon the "total welfare" of the student:

> All institutional members should have and should express a continuing concern for the total welfare of each student including his physical and mental health, development of capacities and talents, establishment of relationships with

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[61]Requirements stated here include revisions adopted at 1969 annual meeting. Proceedings, Seventy-Fourth Annual Meeting (Atlanta, Georgia: Southern Association of Colleges and Schools, February 1970), p. 89.

other persons, and motivation for progress in intellectual understanding. The institution should seek to know as much as possible about the background of its students and should keep this information current and appropriately confidential.

Activities which motivate and establish personal relationships should be provided; complete, accurate, and accessible records should be maintained; student activities should be offered to the extent that they contribute to the educational program; and effective guidance, which requires careful evaluation of abilities, interests, and plans must be provided. "Illustrations and Interpretations" are provided for administration, academic and personal records, orientation program, counseling, health, athletics, and alumni.

Physical Plant. That "the physical facilities, including buildings, equipment and campus, should be designed and maintained to serve the needs of the institution in relation to its stated purpose" is the essence of this requirement. "Interpretations" suggest a master plan: sufficient and varied classrooms which are adequately heated, ventilated, and equipped; space utilization studies; adequate landscaping; sufficient parking; provisions for long-range development; and an effective program of plant and campus maintenance.

Special Activities. Special activities are defined as supplemental and special education programs and may include branches, centers, extension classes, correspondence and home study, foreign travel and study, conferences, short courses, workshops, evening classes, summer sessions, and television and radio. Any of these programs which confer academic credit are subject to the standards herein. Further, special criteria and definitions may be designed for certain programs within this category. All special activities must be justified within the framework of the institution's stated purposes and objectives and must be an integral part of the total educational program. "Special activities shall always be judged by the College Delegate Assembly as a part of its function in granting or reaffirming accreditation of the total institution."

The Committee on Occupational Education

In April, 1967, the Southern Association sponsored a Southwide Conference on Occupational Education which resulted in the establishment of an ad hoc committee to study the problems of occupational education in the South and to make recommendations to the Southern Association's Board of Trustees for improving the quality and availability of occupational education in the South. A major recommendation of the ad hoc committee was that the Southern Association establish a Committee on Occupational Education to develop standards and criteria for and to ultimately evaluate for the purpose of accrediting a vast number of postsecondary area vocational schools and technical institutes operating within the area served by the Southern Association and not being served by the existing Commission on Colleges or the Commission

on Secondary Schools.[62] The College Commission refused to consider such institutions because they did not offer an associate degree or the required liberal education component, and the Commission on Secondary Schools refused to consider them because they were primarily postsecondary. In June, 1967, the Board of Trustees of the Southern Association appointed such a Committee on Occupational Education "as a full-fledged partner with other Committees and Commissions of the Association."[63] Initially 10 members were appointed to the Executive Committee by the Director of the Association, comprised as follows: three state directors of occupational education; two representatives from specialized institutions or community colleges accredited by the Commission on Colleges (with the advice of the Chairman of the Commission on Colleges); two representatives from vocational-technical or comprehensive high schools accredited by the Commission on Secondary Schools (with the advice of Chairman of the Commission on Secondary Schools); and, ex officio, the Director of the Association.[64]

By the Annual Association meeting in December, 1969, this Committee had employed an Executive Secretary and, working through various subcommittees, developed a set of proposed standards and a set of proposed operating policies which were presented to the 90 member institutions which to that time had affiliated with the Committee with the desire to ultimately be evaluated for accreditation. These proposed policies and standards were critiqued, modified, and subsequently adopted by the delegates as a set of operating policies and tentative standards. The tentative standards are to be field-tested during 1970 with recommendations for modification and adoption by the Delegate Assembly of the Committee on Occupational Education at the annual meeting in December, 1970.[65]

The standards thusly developed are tentative and are undergoing a field test. Because they have not been adopted, they are not

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[62]A Plan for Development of Regional Standards for Occupational Education (Atlanta, Georgia: Southern Association of Colleges and Schools, July 1, 1969), p. 3.

[63]Ibid., p. 4; also see Status Report, Committee on Occupational Education (Atlanta, Georgia: Southern Association of Colleges and Schools, July 1, 1969), pp. 1-4.

[64]Ibid., pp. 4-5. The Executive Committee was recently increased to 15 members. Subsequent members, except representatives of the other commissions, will be elected by the Delegate Assembly.

[65]As explained to the Delegate Assembly of the Committee on Occupational Education by the Executive Secretary at the Annual Meeting in Dallas, Texas, December 3-5, 1969. The author served as a consultant to the Committee preceding and during that meeting.

included in this analysis. Important to note, however, is the fact that such standards were developed by persons having expertise and major responsibilities in the field of occupational education.

Western Association of Schools and Colleges

The accrediting region of the Western Association of Colleges and Schools consists of the states of California and Hawaii, the Territory of Guam, "and such other Island areas in the Pacific as may apply to it for service."[66]

Administrative Structure

The Association is governed by a nine-man Board of Directors and is comprised of three autonomous commissions, the Accrediting Commission for Senior Colleges and Universities, the Accrediting Commission for Junior Colleges, and the Accrediting Commission for Secondary Schools. Each commission elects three members to the Board of Directors who each serve three-year terms.[67]

Philosophy of Accreditation

The philosophy of the Western Association is most evident in its purpose:

> Its purpose is to promote the welfare, interests and development of secondary and higher education through (1) the continued improvement of educational programs, (2) close cooperation among the secondary schools, colleges and universities within the territory it undertakes to serve, and (3) effective working relationships with other educational organizations and accrediting agencies.[68]

Clientele and Membership

Membership within the Association is synonymous with accreditation; the constitution provides:

> Any university, college or secondary school shall be admitted to membership in the Association upon recommendation by the

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[66] Directory, Western Association of Schools and Colleges, (Burlingame, California: Western Association of Schools and Colleges, September, 1969), p. 4.

[67] Ibid, pp. 4-5.

[68] Ibid.

> appropriate Accrediting Commission. Such membership shall cease if at any time the university, college or secondary school resigns or is dropped from the approved list of the Association.[69]

From this statement it would appear that any institution, either profit or non-profit, is eligible for membership if it satisfies the evaluative criteria.

Accreditation of Occupational Education

Correspondence with the Executive Secretary of the Accrediting Commission for Junior Colleges requesting information concerning the accreditation of occupational education indicated that this Commission was responsible for "post-high school institutions at the sub-baccalaureate level." The Executive Secretary also indicated that nearly all institutions within the area which came within the purview of the Accrediting Commission for Junior Colleges were public community colleges with comprehensive curricula. He indicated that to date the Commission has accredited four private junior colleges "chiefly academic in nature," three specialized occupational education institutions, two colleges of mortuary science, and a center for early education.

In specific reference to evaluation of occupational education and the standards and criteria used, the Executive Secretary stated:

> Our Commission evaluates the occupational curriculums of a comprehensive institution as it does other curriculums. Here in the West we see great value in combining vocational, technical, preprofessional, and general education within a single institution. This makes it easier for students to change their objectives with a minimum of disruption and loss of time. It also increases opportunities to get a balanced education rather than a narrowly specialized one. Evaluation teams that visit our institutions for possible accreditation or reaccreditation include members so selected that the many facets of a comprehensive institution can be assessed by knowledgeable persons. We do not have--and would resist as divisive--special manuals or other materials that would set apart occupational education.
>
> There are in our area virtually no public or non-profit specialized vocational technical schools of post-high school level. However, since it is axiomatic that we evaluate any institution in terms of its own stated objectives, our procedures are sufficiently flexible, we believe, to accommodate such institutions should any apply to us.[70]

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[69] Ibid.

[70] Letter from Dr. Henry T. Tyler, Executive Secretary, Accrediting Commission for Junior Colleges, Western Association of School and Colleges.

Other information provided, however, indicates that for a two-year specialized institution to be considered, it must, among other criteria, offer and grant an associate degree and its instruction should "be at the collegiate level."[71]

The Accrediting Commission for Junior Colleges is comprised of 11 members selected for staggered three-year terms as follows: six are appointed by the California Junior College Association; one is appointed by the Board of Governors of the California Community Colleges; one is appointed by the President of the University of Hawaii; two are appointed by the Accrediting Commission for Senior Colleges and Universities; and one is appointed by the Accrediting Commission for Secondary Schools.[72] The Association Constitution contains no additional qualifications for membership.

The current Directory lists as accredtied 84 California junior colleges (three of which are private), one private junior college in Hawaii, and three special purpose institutions in California, for a total of 88 accredited institutions.

Evaluative Criteria

The Accrediting Commission for Junior Colleges publishes a Kit of Accreditation Materials for Junior Colleges which is comprised of three sections: (1) Standards for Accrediting Junior Colleges; (2) Manual of Accrediting Procedures; and (3) Application for Accreditation, which is a guide to aid the institution in conducting the self-study. The Standards for Accrediting Junior Colleges is subdivided into seven "areas of concern" which enumerate the standards: (1) aims and purposes; (2) curriculum; (3) meeting the needs of disadvantaged persons; (4) instruction; (5) student personnel; (6) community services; and (7) administration. These standards are concise and to the point, accounting for less than eight pages.[73] They are elaborated, and specific requirements are enumerated, in the section on guidelines for self-study. The Standards, quoted or excerpted, follow.

Aims and Purposes. The standard on aims and purposes provides in toto:

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[71]Criteria for Two-Year Specialized Institutions (Modesto, California: Accrediting Commission for Junior Colleges, Western Association of Schools and Colleges, January, 1963), p. 1.

[72]Directory, p. 5.

[73]Kit of Accreditation Materials for Junior Colleges (Modesto, California: Accrediting Commission for Junior Colleges, Western Association of Colleges and Schools, July, 1969). Standards are found on pp. S-1 through S-8 of the document.

The applicant institution should describe clearly the objectives it seeks and the functions it strives to perform. Precise statements of these goals should be found in college publications. More importantly, devotion to them should be evident in the services offered by the institution and the attitudes of its personnel. The stated aims and purposes should have been cooperatively developed and should be widely recognized and accepted.

Curriculum. The standard on curriculum is sub-divided into: (1) curriculum development; (2) program of general education; (3) education for transfer; (4) vocational-technical education; and (5) continuing education.

Curriculum Development: The Commission on Junior Colleges perceives one of the important functions of an institution to be the development of procedures and research techniques by which it may engage in continuous improvement of its curriculum. A good plan provides for:

1. Cooperative development of curriculums consistent with the aims of the institution and the characteristics of the students and community served;

2. Careful and periodic evaluation of the success with which the curriculums and teaching methods are actually achieving the goals sought;

3. Revision of the educational program as suggested by evaluation studies and the changing needs of society.

Program of General Education: In terms of general education each junior college should provide a program, relating to all students, which promotes common knowledge, skills, and attributes needed by a student to be an effective person, worker, and citizen. Such education should be complementary to, but different in emphasis from, special training for a job, profession, or high scholastic attainment.

Education for Transfer:

Junior colleges should offer a pattern of instruction which will qualify students for admission to senior institutions. The institution should be of such quality that the scholastic functioning of students will be satisfactory in the senior institution.

Vocational-Technical Education: This standard stipulates that:

A junior college should provide a broad program of vocational-technical education, which will qualify students in a period of two years or less to get and hold jobs. The offerings should be geared to the needs of business and industry with special reference to the area served.

Continuing Education: Within the limits of its resources, the institution should design and offer classes to meet the continuing needs of adults whenever and whereever sufficient demand exists. "The primary purposes should be occupational upgrading, retraining, socio-civic education, cultural improvement, and the development of all phases of home and family living, including skills and creative expression."

Meeting the Needs of Disadvantaged Persons. As perceived by the Commission for Junior Colleges, an institution such as a public junior college which is committed to an "open door" concept of educational opportunity "should actively seek to encourage enrollment by persons of limited educational background and achievement, especially from minority racial and ethnic groups." It "should continuously obtain information concerning the needs of the various component parts of its constituency and seek to meet these needs in every feasible manner, so that persons with educational deprivation may overcome their handicaps and become productive and useful members of society." Specifically, it should provide such services as a reading laboratory; writing laboratory; refresher courses in mathematics, writing, English, etc.; and other courses or tutoring opportunities for those not yet fully capable of profiting from the regular collegiate level program of instruction.

Instruction. The standard on instruction is sub-headed: (1) instructional staff; (2) facilities; and (3) library--a resource materials center.

Instructional Staff: "Instructors should be thoroughly prepared in their special fields. This preparation embodies training in both the teaching field and professional education. Instructors in vocational and technical areas should have successful occupational experience in their field as well as thorough training." Since teaching is of prime importance in a junior college, "teachers should be deeply concerned with the quality of their instruction and with its adaptation to the broad spectrum of students found in the 'open door' college. They should keep abreast of their fields through in-service and other programs of continuing study." Teaching should be so conducted as to rely "heavily on student use of appropriate library and other instructional materials as aids to the achievement of the instructional objectives."

Facilities: Facility requirements are for "adequate space, buildings, equipment, and supplies to do an effective job." This should include well-equipped and up-to-date shops and laboratories which have the number and types of machines required for adequate instruction in occupational education. Finally, "adequate light, heat, ventilation, and pleasant surroundings make learning more effective."

Library--A Resource Materials Center: As viewed by the Commission on Junior Colleges, the effectiveness of the instructional program depends in part on the availability and use of "a vast array of printed and non-printed materials and audio-visual equipment, all organized in a

comprehensive manner for easy accessibility." Major emphasis is placed upon the resource center. Considerations evaluated include: a suitable materials staff, the size of which depends upon such factors as size of enrollment and faculty, hours of operation, and physical arrangement; a professional librarian on duty whenever the center is open; generous seating space; proper lighting, ventilation and furniture; an adequate budget and sound budgetary policy; and an emphasis upon the resource center as a teaching and learning organization rather than simply a service center. Size of collections of books, periodicals, and other materials is dependent upon the scope and purpose of the curriculum, methods of instruction, number of faculty and students, availability of other library resources, and the characteristics of the student body; in any event the selection of the various holdings should be "the joint responsibility of the faculty and the resource materials staff."

Student Personnel. The standard for student personnel includes (1) student personnel services and (2) student government and activities.

Student Personnel Services: One of the the major responsibilities of a junior college is "to assist its students in personal evaluation, planning, and development for effective living." To this end "a student personnel program should provide: (1) educational, vocational, personal, and social counseling and guidance; (2) a program of standardized testing; (3) a health program; (4) an adequate, complete, and safe system of maintaining student records; (5) employment counseling; and (6) a follow-up program." Finally, "the student personnel program should involve the cooperation of all instructors" and "include the services of a specially trained staff."

Student Government and Activities: The standard on student government states:

> A junior college campus should serve as a laboratory of experience in the social situations of a democracy. A junior college should therefore develop the social, emotional, and physical, as well as the intellectual, growth of students, by sponsoring a comprehensive program of activities including student government, cultural events, athletics, recreation, and social events.

Community Services. The standard on community services is subdivided into: (1) organization and administration; (2) use of college facilities and services; (3) educational services; and (4) cultural and recreational services.

Organization and Administration: Without reference to either organization or administration, this standard states in toto:

> A major function of the junior college is that of providing a flexible program of educational, cultural, and recreational

services, above and beyond regularly scheduled day and evening classes, to meet community needs.

Use of College Facilities and Services: As viewed by the Commission a junior college should function as "a center of community life by encouraging the use of college facilities by community groups" and the co-sponsorship of community events and activities. Such activities should not interfere with instructional and co-curricular programs of the institution.

Educational Services: Educational services which utilize the special skills and knowledge of the college staff and other experts should be designed and provided "to meet the needs of groups in the college community at large and to assist them in long-range planning." The standard suggests that such services may include: "(1) non-credit short courses--seminars, workshops, institutes, conferences, etc; (2) leadership in community research and development; (3) community counseling and consultative services; (4) use of radio-television stations; and (5) faculty and student programs for community groups.

Cultural and Recreational Services: Each "junior college should contribute to the cultural and recreational life of the community and the development of skills for profitable leisure time." The standard suggest that such activities include: (1) community forums and lecture series; (2) fine arts series, film series, and exhibits; (3) athletic activities; (4) community performing groups such as chorus, band, orchestra, and theater; (5) arts festivals; and (6) planetariums and museums.

Administration. The final standard utilized by the Commission on Junior Colleges pertains to the administration of the institution and is sub-divided into: (1) effectiveness of administration; (2) adequacy of financial support; (3) liaison between the colleges and the community; and (4) the board of trustees.

Effectiveness of Administration: The Commission states that a junior college, to operate effectively, "must have an administrative organization which, as regards the number, education, and experience of its staff, will assure that:

1. Democratic participation of the total staff in policy determination is both encouraged and utilized;

2. Channels of communication among all segments of the staff are continually open on all topics;

3. Reasonable work-loads are maintained;

4. Faculty members are teaching in the areas of their greatest competence and professional-level salary schedules are maintained.

5. An up-to-date faculty handbook, which includes pertinent board policies, is maintained.

6. The certificated and classified staff members are carefully selected for their competency and preparation;

7. The students have opportunity to confer with the administration and faculty on matters of student concern;

8. Institutional research is conducted and utilized for the improvement of the educational program."

Adequacy of Financial Support: Since inadequate financial support may limit the educational effectiveness of an institution, each junior college district should demonstrate its ability "to supplement state and federal assistance with adequate funds to support an optimum educational program commensurate with the stated objectives of the institution including the furnishing of adequate facilities."

Liaison Between College and Community: The entirety of this standard is: "The administration should keep the community well informed about the activities and needs of the college. It should utilize community resources in planning, developing, and interpreting the program."

Board of Trustees: This standard contains only one sentence: "The board of trustees is committed to the needs of the college and the maintaining of an effective educational program."

CHAPTER III

SPECIALIZED ACCREDITING AGENCIES AND ASSOCIATIONS

In addition to institutional accreditation begun in the late 1800's by educators representing institutions of higher education and public schools, the parallel concept of professional accreditation evolved. According to Selden, "Professional accrediting, most of which is supported indirectly by licensure laws in the various states, is intimately related to the desires of individuals to attain a high vocational status." He concluded that individuals using a common body of knowledge which has been developed and is identifiable and communicable through an intellectual process of higher education inevitably band together to form a professional association. In addition to the aims of fostering research, advancing learning, and improving service to the public, "they develop an impelling motive to raise individual status by restricting admission to the profession--sometimes with more emphasis on the interests of the practitioners than on the public welfare."[1]

Professional accreditation began first in medicine just after the turn of the century (1906), followed by law in 1921. By the 1930's such fields as architecture, music, nursing, teacher education, chemistry, engineering, theology, and pharmacy had begun professional accreditation. In recent years many of these professional assocations have extended their activities downward to include accreditation of technical and vocational curricula which provide support personnel for the profession. Concurrently, other organizations and associations formed accrediting arms to accredit special purpose institutions or a particular skill often more occupational than professional in nature.

At present, in addition to the six regional accrediting associations discussed in the preceding chapter, the United States Commissioner of Education recognizes 31 accrediting agencies or associations as being reliable authorities on the quality of education or training offered in either a specific profession, a particular type of institution, or of specific curricula within certain types of institutions. Some of these agencies accredit only at the graduate or professional (beyond the bachelor's degree) level; some accredit only programs as curricula leading to a bachelor's degree; and some accredit only programs or curricula at less than the bachelor's degree level. Certain agencies or associations accredit programs or institutions at all three of these levels. In some instances these specialized agencies accredit institutions which are ineligible to participate in the accrediting process of the six regional associations, whereas

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[1]Selden, Accreditation, p. 56.

other agencies accredit specific programs or curricula within institutions which may or may not be eligible for consideration for accreditation by the regional association within whose boundaries they are situated.

In addition to the agencies or associations recognized by the Commissioner of Education, about a half-dozen associations accredit without any sort of legal recognition. These are discussed in a later section of the chapter.

Table 1 contains a list of the 31 specialized accrediting agenices recognized by the Commissioner of Education. It indicates at which educational levels these agencies or associations accredit and whether these agencies accredit institutions as a whole, programs, schools, or curricula.

Examination of Table 1 shows that of the 31 accrediting agencies, 11 accredit programs or institutions which offer education or training at less than the bachelor's degree level. Of this number, two indicated that though a few of the programs which they accredit do not lead to a bachelor's degree, they do not consider such programs or curricula occupational as defined in this study. The Accrediting Association of Bible Colleges indicated that whereas the preponderance of its member institutions offer programs leading to a baccalaureate degree, a few of its member schools offer three-year programs which prepare students to assume such church-related positions as pastor, education director, missionary, or church music director. Such positions are usually considered more professional than occupational in nature. The National Association of Schools of Art indicated that only three of its affiliates offer programs not leading directly to a bachelor's degree. Of these, one offers only a certificate after four years; the other two have arrangements with a college or university whereby a bachelor's degree may be obtained after additional specified work has been completed at the latter institutions. That programs accredited by the National Association of Schools of Art (NASA) are not intended to be occupational in nature is evident from a statement of criteria published by the Association:

> The primary accrediting functions of NASA relates to the professional programs of art and design, which prepare students, at the college or graduate levels for careers as designers, painters, sculptors et cetera, and as teachers of art. Such programs may be offered in independent schools and academies of art or in schools and departments of colleges and universities. Junior Colleges, Community Colleges and Vocational Schools are not eligible for accreditation by or membership in NASA.[2]

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[2]Handbook for Admissions and Accreditation Procedures (Washington, D.C.: National Association of Schools of Art, May 1966), p. 6. Emphasis supplied.

Table 1. Specialized Accrediting Agencies and the Type and Level of Accreditation Each Provides

Agency	Type of Accreditation		Level of Accreditation		
	Institutional	Program(s)	Professional	Baccalaureate	Occupational
Accrediting Association of Bible Colleges	x			x	x[a]
Accrediting Commission for Business Schools	x			x	x
American Association of Collegiate Schools of Business	x		x	x	
American Association of Nurse Anesthetists	x	x			x
American Association of Theological Schools	x	x	x		
American Bar Association		x	x		
American Chemical Society		x		x	
American Council on Education for Journalism		x	x	x	
American Council on Pharmaceutical Education		x	x	x	
American Dental Association		x	x	x	x
American Library Association		x	x		
American Optometric Association	x	x	x		
American Osteopathic Association	x	x	x		
American Podiatry Association		x	x		
American Public Health Association, Inc.	x	x	x		

Table 1. (continued)

Agency	Type of Accreditation		Level of Accreditation		
	Institutional	Program(s)	Professional	Baccalaureate	Occupational
American Speech and Hearing Association		x	x		
American Veterinary Medical Association		x	x		
Association of American Medical Colleges		x[a]			
Association for Clinical Pastoral Education		x	x		
Council on Medical Education Of the American Medical Association		x	x	x	x
Council on Social Work Education		x	x		
Engineer's Council for Professional Development	x	x	x	x	x
National Architectural Accrediting Board		x		x	
National Association for Practical Nurse Education and Services, Inc.		x			x
National Association of Schools of Art	x	x	x	x	x[a]
National Association of Schools of Music	x	x	x	x	
National Association of Trade and Technical Schools	x				x
National Council for Accreditation of Teacher Education		x	x	x	
National Home Study Council	x			x	x

Table 1. (continued)

Agency	Type of Accreditation		Level of Accreditation		
	Institutional	Program	Professional	Baccalaureate	Occupational
National League for Nursing, Inc.		x	x	x	x
Society of American Foresters		x	x	x	

[a]Actually less than baccalaureate, but not normally considered occupational.

Nine of the remaining agencies in Table 1 indicated that their accrediting activities include programs or institutions which provide educational opportunities at less than the bachelor's degree level and which, for the purposes of this study, have been defined as occupational in nature. In succeeding sections, each of these nine agencies or associations is considered in terms of: (1) administrative structure; (2) philosophy of accreditation; (3) clientele and membership; and (4) the standards and evaluative criteria used in the accrediting process. To facilitate analysis, standards and evaluative criteria were, where feasible, grouped under the following headings: (1) institutional purpose; (2) ownership, control and policy information; (3) administration; (4) educational programs; (5) faculty and staff; (6) instructional program; (7) facilities; (8) student services; (9) library; (10) special activities (where applicable); (11) continuing education; (12) exemplary or innovative aspects; and (13) financial resources.

Accrediting Commission for Business Schools

The Accrediting Commission for Business Schools (ACBS) is a creation of the United Business Schools Association, but its powers and responsibilities with regard to the accrediting process are not subject to review by the board of directors of the parent organization.[3]

Administrative Structure

The ACBS is governed by a Board of Commissioners consisting of from 15 to 18 members. One member is elected by member institutions from each of the six geographical regions into which Canada, the United States, and Latin America are divided; three are elected nationally at large; and three commissioners from the business school field are appointed by the board of directors of the parent organization, which also appoints from three to six members outside the business school field. The Board of Commissioners is responsible for all policy-making and general administration of the accrediting process and ultimately decides whether a petitioning institution is eligible for accreditation. The Board also appoints an executive secretary and other employees of the Commission. On the present commission are two university professors from the business field, a representative of an education company, and the director of public services for a gas and electric service company.[4]

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[3]By-Laws of the United Business Schools Association Including the Accrediting Commission for Business Schools, (Washington, D.C.: United Business Schools Association, February 1, 1970), pp. 19-20.

[4]Directory of Accredited Institutions (Washington, D.C.: The Accrediting Commission for Business Schools, 1968/69), pp. 3-4.

Philosophy of Accreditation

As self-perceived, ACBS develops criteria for sound business education, arranges evaluation in light of these criteria by a staff of qualified educators, and after study decides to accredit or not accredit the applicant institution. ACBS considers its accrediting process as a service to both the institution and the public:

> The professional stature and integrity of an institition is judged by its accreditation. The Accrediting Commission for Business Schools provides a reliable rating based on educational competence, thus fulfilling a responsibility to the American public whose children these institutions would educate.[5]

Clientele and Membership

Any institution offering postsecondary business education which is able to establish that its program "is one of high quality and stability" is entitled to be considered for accreditation, "regardless of its racial or religious affiliation or policy, its relationship or affiliation with any other type of educational institution, the nature of its legal organization, or the source of its financial support." Membership in the parent organization is not a prerequisite for accreditation, nor is membership required after accreditation is awarded.

ACBS accredits business schools in three classifications: (1) business schools; (2) junior colleges of business; and (3) senior colleges of business (four-year schools).[6]

Standards and Evaluative Criteria[7]

Institutional Purpose. ACBS requires that each accredited school have a formally stated philosophy and a statement of its objectives. Each school is free to develop its own educational philosophy as long as such "is consistent with the principles of American democracy, sound education, and consistent within itself."

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[5]Operating Criteria for Accredited Institutions (Washington, D.C.: The Accrediting Commission for Business Schools, 1968-69), pp. 7-8.

[6]Proposed Revised Criteria (Washington, D.C.: The Accrediting Commission for Business Schools, March, 1970), pp. 5-7.

[7]Standards and criteria summarized under this heading are found in Operating Criteria for Accredited Institutions, pp. 17-59. (With additional information concerning bylaw revisions supplied by Dana R. Hart, Executive Secretary of The Accrediting Commission for Business Schools in letter dated May 6, 1970, and as taken from the Proposed Revised Criteria cited above.)

Ownership, Control, and Policy. ACBS has only one criterion for ownership, control, and policy: "The ownership, control, and type of legal organization shall be publicly stated, together with the names of the administrators and/or officers." Many of the schools accredited by ACBS are proprietary and, it is assumed, controlled by the owner(s).

Administration. ACBS requires that the method of administration be such that each employee clearly understands his duties and responsibilities, the person to whom he reports, and the standards by which the success of his work is measured. It also requires that the professional nature of the teachers' occupation be protected and defended and that there be evidence of faculty participation in administration through faculty meetings and other devices. Another requirement is that either the president of the school or a specifically designated representative be responsible for the improvement of instruction and the professional growth of the staff. Administrative personnel must include "adequate" counseling and guidance, clerical, and custodial staffs.

Educational Program. The educational program of each institution "shall be developed from the school's philosophy and from a knowledge of the needs of its students." Some basic guides are that the program: (1) be appropriate to the needs of the community it serves; (2) be sufficiently broad to serve both general and specialized needs of its students; (3) provide opportunities for cooperative participation by laymen, students, and faculty members in the formation of guiding policies and program design; (4) provide for students of different talents, intellectual capacities, and future interests; and (5) provide for continuous appraisal, evaluation and improvement.

In addition to the basic guides enumerated above, ACBS provides guidelines concerning publication of curriculum and subject availability. Additional specific criteria are enumerated for specific categories of institutions.

Faculty and Staff. ACBS requires that faculty preparation be "adequate to the subject taught." A minimum of a bachelor's degree or equivalent background is required. Other requirements are a balance in age and years of teaching experience among the faculty, systematic in-service training, evidence of faculty participation in business and professional organizations, continued education, research and related business experience. Working conditions must be such as to attract and retain competent and high quality instructors, and special attention is given provisions for retirement plans, sick leave, study plans, attendance at educational conventions, and participation in the activities of educational associations.

Instructional Program. ACBS requires that accredited schools provide "personnel, physical facilities, and favorable conditions for effective classroom instruction." In addition to the personal influence of good teachers, accredited schools must provide a total pattern of successful instruction which includes: (1) well-defined instructional

out-comes; (2) systematic planning by teachers; (3) the selection and use of varied types of learning materials and experiences; (4) the adoption of organizational and instructional procedures to student needs; (5) the use of varied evaluation instruments and procedures; and (6) good teacher and student morale.

Each institution must also provide a well-defined and supervised program of extra-classroom activities and a program of evaluation which makes planned and continuous assessments of the effectiveness of the educational program in terms of accomplishments of agreed-upon objectives.

Facilities. The ACBS standard for sites states that each shall be readily accessible to the school population, free from traffic hazards and other dangers, free from distracting noises, extensive enough to provide for all instructional and recreational needs, attractively landscaped, and properly maintained.

Buildings, grounds, classrooms, instructional facilities, furniture, equipment, instructional devices, and other physical requirements must be appropriate and contribute directly to achievement of educational objectives. All facilities must meet state and local safety and fire regulations and be subject to regular inspections.

Student Services. Student services must provide for adequate educational, occupational, and personal counseling so as to make the institution's program effective, meaningful, and complete in light of its objectives. Complete student records must be maintained, proper transcripts provided, and grading systems fully explained on transcripts. Also, guidance and supervision must be provided in extra-curricular activities, a placement service and postschool follow-up must be maintained, and orientation and health services provided.

Library. An institution's library must serve the needs of its educational program, and library materials are evaluated in terms of their usefulness in the instructional program. Also required are adequate reference works and periodicals, adequate cataloguing, maintenance of circulation records, an adequate budget allotment, and adequate and appropriate learning aids and materials.

Financial Resources. ACBS requires that each institution have adequate financial resources "to meet its responsibilities and to insure continuity of service." Income per student must be adequate to provide a suitable program; the amount of debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial reputation of the institution in its community must be good.

Financial relations with students must be explicitly stated and include tuition and other charges, uniformity of administration of fee schedules, the keeping of official financial records of student payments, and an explicit and fair collection and refund policy.

The evaluative criteria of ACBS do not include specific provisions for special activities, exemplary or innovative aspects, or continuing education.

The above stated criteria apply to all types of institutions accredited by ACBS. Additional specific criteria are provided for each different type of institution (i.e., business schools, junior colleges of business, and senior colleges of business). Topics covered under special criteria include course length, curriculum length, degrees conferred, and specific faculty and staff requirements.

American Association of Nurse Anesthetists

The American Association of Nurse Anesthetists (AANA) is a professional organization formed in 1931. The first efforts of the Association were aimed at the development of a qualifying examination as a prerequisite for membership. The first such examination was administered in 1945. Although certain minimum curriculum hours and clinical cases were required, actual efforts to accredit programs were formally implemented in 1951.

Administrative Structure

AANA is governed by a board of trustees comprised of the president, president-elect, vice-president, and six trustees elected at large. One of 12 standing committees is the Approval of Schools Committee which, as the name implies, is responsible for the accreditation of schools of anesthesia. All committees are responsible to the board of trustees, and the Approval of Schools Committee is appointed by the president, subject to approval by the board of trustees. The only power of this committee stipulated by the bylaws is:

> This committee shall determine when schools of anesthesia for nurses are eligible for approval, make suggestions for continued approval, and recommend withdrawal of approval.[8]

Philosophy of Accreditation

AANA believes that a primary responsibility of a profession is to improve the quality of service that its members render individually and collectively to the public and that the quality of professional education, more than any other single factor, determines the quality of service. A powerful force for improving professional education and consequently practice, contends AANA, is the instrument of accreditation of educational institutions, and the agency best equipped to

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[8] Bylaws, American Association of Nurse Anesthetists (Chicago, Illinois: American Association of Nurse Anesthetists, 1966), Article VIII.

formulate criteria for the accreditation of a professional school is the professional organization itself.[9]

Clientele and Membership

Active membership in the AANA is open only to Registered Nurses who have completed post-graduate programs of anesthesiology, are currently registered as a professional graduate nurse, and are graduates of an accredited school or its equivalent. Membership is further restricted to those who have passed the qualifying examination administered by the Association.[10] The AANA accredits only hospital schools of anesthesia. Institutional membership in the Association is not required, and expenses incurred during the accrediting process are borne by the Association through membership dues.

Standards and Evaluative Criteria

AANA criteria for accreditation were revised in 1970. As now in effect, standards are grouped under: (1) course requirements; (2) class outline, clinical experience, faculty, students, and transfers.[11]

Course Requirements. Minimum course requirements are:

1. The duration of the course must be no less than 18 months.
2. The number of cases of clinical experience must be 450.
3. The number of hours of clinical instruction must be 600.
4. The number of hours of classroom instruction based on AANA's class outline must total 300.

Class Outline. The class outline presents a detailed listing of the topics which must be covered. It does not have minimum hour requirements for these topics. Major headings in the outline are: (1) orientation to the study of anesthesia; (2) anatomy in relation to anesthesia; (3) physiology in relation to anesthesia; (4) chemistry and physics in relation to anesthesia; (5) pharmacology in relation to anesthesia; and (6) methods and procedures.

Clinical Experiences. The standard on clinical experiences specifies the minimum number of cases in clinical experience required using various anesthetic agents. These requirements cover 300 of the 450 cases specified under "course requirements." Also enumerated are types of agents which should be included in the broad base of a student's experience. Additional areas under which minimum case numbers are specified are: (1) methods of anesthesia, including inhalation, intravenous, regional, and intratracheal; (2) special cases,

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[9]Accreditation of Schools of Anesthesia for Nurses (Chicago, Illinois: American Association of Nurse Anesthetists, 1970), p. 3.

[10]Bylaws, Article I.

[11]Accreditation of Schools of Anesthesia, pp. 4-8.

including emergency, geriatrics, and pediatrics; (3) types of experience, including head, neck, intrathoracic, extrathoracic, abdominal, extremities, obstetrics, and operations in prone, lithotomy, and lateral positions.

Faculty. It is required (after July 1, 1971) that all schools, to maintain their accredited status, must have a Certified Registered Nurse Anesthetist active in the teaching program. Recommendations include (1) that nurse anesthetists in teaching programs pursue a course of higher education and (2) that all nurse anesthetists on the hospital staff participate in the clinical instruction of students and be recognized as part of the teaching staff.

Students. Students must be high school graduates or the equivalent and must be currently licensed as a registered nurse. Upon termination of the course of study, the director of the school of anesthesia is required to submit to AANA a record of each student's training. Other criteria, suggestions, or guidelines include: (1) caution against exploitation of students; (2) the prohibition of the use of nurses who are not Certified Registered Nurse Anesthetists in the teaching program; (3) a suggested 1:2 teacher-student ratio; and (4) recommendation that the average work week, excluding class time, not exceed 40 hours.

Transfers. Whenever a student transfers from one anesthesia program to another, it is required that:

1. the student notify AANA of the reason for transfer;
2. the director of the school of first enrollment notify AANA and provide a transcript; and
3. the director of the second school request from AANA a transcript and upon evaluation of same make a decision as to the amount, if any, of time credit allowable.

Combined experiences in two schools must not be less than the minimum requirements for a single school.

The foregoing paragraphs represent the essence of the minimum requirements for accreditation as published by the Association. Correspondence with the Executive Director revealed that the visitation team for accreditation and reaccreditation consists of two educational psychologists employed as consultants and one certified registered nurse anesthetist, usually a member of the AANA staff.

American Dental Association

The American Dental Association (ADA), through its Council on Dental Education, accredits dental schools and schools in related fields of dental education in accordance with requirements and

standards approved by the House of Delegates of the ADA.[12] Accreditation of dental schools was begun in 1941. Dental field activities have increased until presently (and since 1960) accreditation activities include programs for dental assistants, dental hygienists and dental laboratory technicians, as well as advanced education programs for specialists, dental interns, and residents. For the purpose of this study, only programs for dental assistants, dental hygienists, and dental laboratory technicians are considered occupational. The ADA also establishes standards for certification of graduates of dental assisting and dental laboratory technology programs.

Administrative Structure

As noted above, the Council on Dental Education of the ADA is the administrative organ for accreditation. The Council is not, however, an autonomous body. Its authority and responsibilities are set forth in Chapter IX, section 110B of the Bylaws of the ADA as follows:

> The duties of the Council [on Dental Education] shall be: (a) To act as the agency of the Association in the investigation of dental education and associated subjects; (b) To accredit on behalf of this Association dental schools and schools in related fields of dental education in accordance with requirements and standards approved by the House of Delegates; (c) To approve on behalf of this Association internships and residencies in accordance with requirements and standards approved by the House of Delegates; (d) To study and make recommendations on (1) the recognition of special areas of dental practice; (2) the approval or disapproval of national certifying boards for special areas of dental practice; and (3) the educational and administrative standards of the certifying boards; and (e) To act on behalf of this Association in maintaining effective liaison with the certifying boards and related special groups.[13]

From the above quote, it is apparent that the Council is responsible to the House of Delegates of the ADA, which is comprised of practicing dentists and dental educators.

Philosophy of Accreditation

No formal statement on philosophy of accreditation was available in ADA publications, but the philosophy can be inferred from the stated aims and purposes of the Council on Dental Education, which are as follows:

a. To correlate in accord with the evolution of

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[12] Manual of Evaluation Procedures (Chicago, Illinois: American Dental Association, n.d.), p. 1-2.

[13] Ibid.

scientific knowledge, clinical experience and social and economic conditions, the procedures of dental education with the problems involved in meeting oral health needs, and to interpret the relations of dental education to the dental profession and to the public.

b. To organize and administer criteria for accreditation of institutions for the study of dentistry in the United States:

1. undergraduate dental education, and requirements for the D.D.S. or D.M.D. degree in dental schools;
2. advanced educational programs in dentistry;
3. such other educational activities as may come within the Council's jurisdiction.

c. To list for publication acceptable programs of dental education.

d. To facilitate effective coordination of the efforts of dental schools, dental state boards and dental societies toward maintenance of adequate standards of professional proficiency.

e. To promote more complete understanding--in universities, in medical schools, and by the public--of the current needs of progressive dental education and dental research in the public interest, and to stimulate the continual development of dental education.

f. To inform the dental profession regarding the nature and scope of the current problems of dental education, and of the conditions and procedures for their solution.

g. To foster constant improvement in the methods of teaching in dental schools, and to encourage the establishment of conditions that would attract an increasing number of men of outstanding ability to the career of dental teaching.

h. To study the educational needs of the practitioner and to recommend ways and means by which he may be provided with opportunities for organized study to maintain proficiency.[14]

Clientele and Membership

Membership in the ADA is not required of institutions seeking accreditation, nor is membership required upon being accredited. Cost of accreditation is borne completely by the ADA. The ADA sets forth ten criteria or conditions with which institutions must comply as prerequisites to or conditions for accreditation:

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[14]Ibid., pp. 4-5.

1. Sponsoring institutions of dental schools are authorized to grant and confer the D.D.S. or the D.M.D. degrees.

2. Sponsoring institutions of dental schools and training programs for auxiliary personnel are voluntary, non-profit education institutions accredited by a recognized regional accrediting agency or state department of education.

3. Sponsoring institutions have adequate organization and effective procedures to maintain operations on an effective basis.

4. Sponsoring institutions have financial resources to undertake and maintain schools and training programs offered.

5. Sponsoring institutions, through appropriate departments, divisions or other components, make available reports of operations pertaining to dental schools and training programs for auxiliary personnel that are within the accrediting purview of the Council.

6. Sponsoring institutions agree to provide the Council with pertinent details concerning the qualitative aspects of dental schools and/or auxiliary training programs offered; and in addition, agree to establish and develop curriculums which meet with minimum educational standards approved by the American Dental Association.

7. Sponsoring institutions recognize the need for the Council, as an accrediting agency, to make periodic site visits and to submit evaluation reports.

8. Sponsoring institutions understand that the Council on Dental Education evaluates dental schools and training programs for auxiliary personnel in the light of institutional aims and objectives, within the framework of aims and objectives approved by the American Dental Association.

9. Sponsoring institutions understand that the Council evaluates dental schools and training programs for auxiliary personnel, not only on the basis of the curriculums offered, but also on the basis of relationships between these and other curriculums of the parent institution.

10. Sponsoring institutions understand that the Council, in conducting evaluation surveys, believes that its prime purpose as an accrediting agency is to assist, stimulate and recommend methods and procedures that enable sponsoring

institutions to improve the effectiveness of their programs. In addition, the Council considers the encouragement of sound educational experiments and innovations to be an integral part of its accrediting responsibility.[15]

Standards and Evaluative Criteria[16]

Institutional Purpose. The ADA considers dental assistants, dental hygienists, and dental laboratory technicians as dental auxiliaries and recognizes two types of institutions in which the training of dental auxiliaries may occur. First is the dental school which has as a primary function the training of dentists and is a part of a university. The second type of institution is classified as the "non-dental school setting." Such institutions can be post-high school technical institutes or community colleges which have the purposes usually ascribed to such institutions.

Ownership, Control, and Policy. The only statements concerning ownership, control, or policy in institutions offering program(s) for dental auxiliaries are to the effect that: (a) parent institution sponsors of auxiliary programs are expected to be accredited by a regional accrediting agency member of the National Commission on Accrediting; (b) the Council does not recognize or accredit training programs for dental auxiliaries which are proprietary in nature, or which lead to profit for an individual or a group of individuals; and (c) the Council strongly urges the establishment of an advisory committee for each program to participate in: (1) developing standards for selecting qualified students for the program; (2) determining content of the training program, based upon the broad outlines provided by the Council; (3) recommending space and equipment needs for effective training; (4) locating outstanding, experienced, and professionally able men and women to act as instructors; (5) informing the educational institution of changes occuring within the field; (6) helping to determine the future trends of a particular auxiliary field; (7) reviewing constantly the educational program and recommending improvements to be considered; (8) advising the administration about employment opportunities for graduates; (9) publicizing the program and securing the community cooperation and interest; and (10) assisting in recruitment of qualified applicants for the program.

Each advisory committee should be so composed that it represents the educational institution, the local dental society, and the local society representing the dental auxiliary group.

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[15]Ibid., pp. 5-7.

[16]Policies and Guidelines for the Training of Dental Auxiliaries (Chicago, Illinois: American Dental Association Council on Dental Education, 1966). Evaluative criteria here synthesized are found on pp. 8-24.

Administration. The Council recommends that the administrators of auxiliary programs should have responsibility and authority equal to that accorded other administrators conducting comparable programs at the parent institution. The administrator or director of the program should have the educational qualifications and experience in administration to understand and to implement the objectives of the program. It is expected that the internal administration will be organized so that duties, functions and responsibilities of all staff members are clearly defined.

Educational Program. No reference is made to an institution's overall educational program.

Faculty and Staff. ADA sets no firm standards or requirements for faculty, or staff, regarding these as the prerogative of the parent institution. It does, however, expect "to find administrators with an interest in, and knowledge of, the area of dental hygiene with the ability to provide competent and adequate professional supervision." In the same vein, it "expects" to find interest, competency, and experience among the faculty members concerning their respective fields.

For each of the three programs--dental hygienist, dental assistant, and dental laboratory technician--the ADA suggests guidelines which may be "helpful" in employing competent faculty. Primarily, these guidelines recommend experience, training, and teaching experience in the field, often with certification or licensing "recommended."

Instructional Program. For each of the three instructional programs, separate statements are made. For each program, ADA specifies those elements in which competency is expected.

For the dental hygienist program, ADA requires: (1) that it be offered at the collegiate level; (2) that the curriculum include instruction in physical and biological sciences as well as clinical and technical procedures; and (3) that a licensed dentist be available to supervise and direct all clinical phases of the training.

For the dental assistant, ADA enumerates the chairside functions and the receptionist-secretarial functions in which competencies are expected. In addition, ADA "encourages and recommends" establishment of these programs in community colleges technical institutes and other postsecondary occupational institutions, as either a one- or two year curriculum, "looks with favor" upon a two-year program containing a year of general education, but requires a minimum of one academic year.

For the dental technician, ADA, in addition to enumerating the skill proficiencies expected, requires that the program consist of at least one academic year of "didactic instruction" plus 12

months of in-school or on-the-job training supervised by the parent institution.

Facilities. Facility requirements differ for the three programs. For dental hygienist and dental assistant, requirements are an adequate laboratory with sufficient work stations, necessary dental equipment, and adequate classroom space. The statement is then made that "classroom and laboratory space requirements for a dental technology curriculum are quite similar to those described for dental assisting," and the use of common facilities may be practical. About 800-1,000 square feet of space is "considered desirable" for the classroom-laboratory area for a class of 16 students.

Student Services. No guidelines are provided for student services.

Library. Library requirements are quite nebulous. The one for dental hygienist is the most demanding of the three and specifies:

> The library facility may be maintained separately or in connection with the library of the parent institution. It should be generously supported and efficiently administered. The collection should have up-to-date reference texts on dentistry, dental hygiene, allied health sciences and related areas of physical science and liberal arts. The periodical section should include recognized dental and dental hygiene publications and those of various allied health fields. Current health pamphlets, brochures, guides and teaching aids should be available.

Financial Resources. Statements concerning financial resources vary somewhat, but generally resources "should be adequate to fulfill acceptable educational objectives. It will be left to the Council to evaluate how effectively these resources are used and administered. . . ."

The foregoing standards cover all the major points utilized by the Council on Dental Education of the American Dental Association in the accreditation of programs of occupational education.[17]

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[17]In addition to the previous citation, data were abstracted from the following pamphlets: Requirements for an Accredited Program in Dental Hygiene (Chicago, Illinois: American Dental Association Council on Dental Education, n.d.), p. 2.; Requirements for Approval of Educational Programs for Dental Assistants (Chicago, Illinois: American Dental Association Council on Dental Education, n.d.), pp. 2-3; and Requirements for an Accredited Program in Dental Laboratory Technology (Chicago, Illinois: American Dental Association Council on Dental Education, n.d.), pp. 6-7.

American Medical Association

The American Medical Association (AMA), through its Council on Medical Education and the Executive Council of the Association of American Medical Colleges, accredits all medical schools in the United States. Articulation of the two associations is effected through the Liaison Committee on Medical Education which consists of eight members, four from each Council.[18]

The Council on Medical Education of the AMA also accredits nine different programs at the occupational (defined as less than baccalaureate) level in the allied medical field. Accreditation standards for the respective programs are usually established in cooperation with the professional association within which scientific area the program lies. The nine programs and the professional association with which accreditation criteria were developed are: (1) certified laboratory assistant (with the cooperation of the American Society of Clinical Pathologists and the American Society of Medical Technologists); (2) cytotechnologist (with the cooperation of the American Society of Clinical Pathologists and the American Society of Medical Technologists): (3) inhalation therapy technician (with the cooperation of the American Society of Anesthesiologists, the American College of Chest Physicians, and the American Association of Inhalation Therapy); (4) medical record technician (in collaboration with the American Medical Record Association); (5) radiologic technologist (with the cooperation of the American College of Radiology and the American Society of Radiologic Technologists); (6) radiation therapy technologist (with the cooperation of the American College of Radiology, the American Registry of Radiologic Technologists, and the American Society of Radiologic Technologists); (7) medical assistant (with the cooperation of the American Association of Medical Assistants); (8) orthopaedic assistant (with the cooperation of the American Academy of Orthopaedic Surgeons); and (9) nuclear medicine technician (with the cooperation of the American College of Radiology, American Society of Clinical Pathologists, American Society of Medical Technologists, American Society of Radiologic Technologists, Society of Nuclear Medical Technologists, and the Society of Nuclear Medicine).

Administrative Structure

The Council on Medical Education is a creation of and is responsible to the American Medical Association which is comprised of medical doctors. The Council on Medical Education consists of ten members and is one of four standing committees of the House of Delegates of the AMA. The Council has been examining medical schools since 1906 and approving schools in allied medical services (paramedical) since 1936.[19]

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[18] Accreditation in Medicine (Washington, D. C.: National Commission on Accrediting, 1966), p. 1.

[19] Accreditation in Medicine, p. 1.

Philosophy of Accreditation

The AMA views the accrediting process as serving

> to maintain and promote improved standards of medical education. The findings of the accrediting organizations have been used to establish minimum standards by various governmental agencies, by professional societies, and by other organizations having working relationships with physicians.[20]

Clientele and Membership

The nine different occupational programs in the allied medical field are found in a variety of institutions ranging from vocational schools, technical institutes, and community colleges, to hospitals and university schools of medicine. Accreditation is afforded each school which meets minimum standards without regard to membership in the AMA.

Standards and Evaluative Criteria

For each occupational program accredited by the AMA, the Council on Medical Education has published an Essentials of an Acceptable School of . . . (the respective field). Criteria for the essentials in each program are generally grouped under the following headings: (1) administration; (2) organization; (3) faculty and personnel; (4) prerequisites for admission; (5) curriculum; (6) health; and (7) ethics. This format deviates somewhat from that used in the preceding sections of this paper, but since it is fairly consistent throughout the nine occupational-level allied medical programs, it will be followed here. Under each of these headings a summary of the criteria for the nine different programs is presented.[21]

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[20] Ibid., p. 2.

[21] Data summarized from the following publications: Essentials of an Acceptable School for Certified Laboratory Assistants (Chicago, Illinois: American Medical Association, 1967); Essentials of an Acceptable School of Cytotechnology (Chicago, Illinois: American Medical Association, 1967); Essentials of an Acceptable School for Inhalation Therapy Technicians (Chicago, Illinois: American Medical Association, 1967); Essentials of an Acceptable School for Medical Record Technicians (Chicago, Illinois: American Medical Association, 1965); Essentials of an Acceptable School of Medical Technology (Chicago, Illinois: American Medical Association, 1968); Essentials of an Accredited School of X-Ray Technology (Chicago, Illinois: American Medical Association, 1960); Essentials of an Acceptable School of Radiation Therapy Technology (Chicago, Illinois: American Medical Association, 1968); Essentials of an Accredited Educational Program for Orthopaedic Assistants (Chicago, Illinois: American Medical Association, 1969); Essentials of an Accredited Educational Program for Medical Assistants (Chicago, Illinois: American Medical Association, 1969); and Essentials of an Accredited Educational Program in Nuclear Medicine Technology (Chicago, Illinois: American Medical Association, 1969).

Administration

Criteria under this heading are generally confined to: (1) the type of schools acceptable for training the particular allied medical personnel; (2) a statement to the effect that in programs where academic training and clinical experience are not provided in the same institution, school approval (and hence responsibility) shall be given the institution responsible for academic training, curriculum, and student selection; (3) requirement for competent medical control during the clinical phase of the program; (4) requirement that resources for continued operation be provided; (5) minimum enrollment; and, less often, (6) requirements for maintenance of adequate records and (7) qualifications of program director.

Organization

Under this heading are found such diverse criteria as: (1) space and library requirements (e.g., "Adequate space, light, and modern equipment should be provided in the laboratory. A library containing up-to-date references, texts, and scientific periodicals pertaining to clinical laboratory work should be maintained or be readily accessible to the students."); (2) maintenance of student records; (3) minimum enrollment; and (4) student selection.

Faculty and Personnel

Criteria for faculty and related personnel vary for the different programs. Generally provided in these criteria are: (1) minimum education and work experience requirements; (2) certification (by professional or governmental agencies); (3) student-teacher ratio for laboratory training; (4) minimum instructional staff requirements; and (5) presence of provisions for upgrading the instructional staff.

Prerequisites for Admissions

For most occupational programs accredited by the AMA, criteria or minimum prerequisites for student admission or selection are listed. The most prevalent requirement for admission is graduation from an accredited high school (with some provisions for equivalency). Some additional prerequisites are as follows: Cytotechnology--two years of college; medical record technician--proficiency in typing; and radition therapy technologist--either a graduate of an approved school or radiological technology, a registered nurse with a course in radiation physics, or such training as deemed equivalent to the other two requirements.

Curriculum

The Council on Medical Education of the AMA is usually specific in stating the curricular requirements of a program. Such specifics include minimum course length (in either credit hours, clock hours, or months); content areas to be covered, often including minimum classroom

hours to be devoted to various topics; and required clinical or laboratory hours, sometimes including topics to be covered.

Health

Most programs must require, to be eligible for accreditation, that the entrant be in good health, as demonstrated by a physical examination which is to include a chest x-ray. Evidence of successful immunization is also required in some programs.

Ethics

Criteria pertaining to ethics are directed toward the school, not the student. Ordinarily found are statements to the effect that "excessive fees and commercial advertising should be considered unethical," and that schools conducted primarily for the purpose of substituting students for skilled technicians will not be considered for approval.

Engineers' Council for Professional Development

The Engineers' Council for Professional Development (ECPD) is a federation of 12 professional societies, institutes, and councils in various fields of engineering: American Institute of Aeronautics and Astronautics, Inc.; American Institute of Chemical Engineers; American Institute of Industrial Engineers, Inc.; American Institute of Mining, Metallurgical and Petroleum Engineers; American Nuclear Society; American Society of Agricultural Engineers; American Society of Civil Engineers; American Society for Engineering Education; The American Society of Mechanical Engineers; The Institute of Electrical and Electronics Engineers, Inc.; National Council of Engineering Examiners; and the Society of Automotive Engineers.

Administrative Structure

ECPD is governed by a Board of Directors consisting of the officers of ECPD, the immediate past president, and three representatives from each of the above mentioned organizations. Officers of ECPD consist of a president, vice-president, a secretary, and a treasurer.[22] ECPD Rules of Procedure provide for 10 standing committees: Executive, Nominating, Admissions, Finance, Engineering Education and Accreditation, Engineering Technology, Guidance, Student Development, Development of Young Engineers, and Ethics. Of these committees only two are concerned with accreditation: Engineering Education and Accreditation and Engineering Technology.

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[22]This and other citations in this section refer to 36th Annual Report: 1967-68 (New York, N. Y.: Engineers' Council for Professional Development, 1968), pp. 11-78.

The Engineering Education and Accreditation committee is responsible for formulating evaluative criteria for accrediting engineering curricula "which will insure to the graduates from such curricula a sound educational foundation for the practice of engineering. . . ." but all criteria must be submitted to the Board of Directors for approval. All curricula accredited by this committee are at the bachelor's degree level or above.

The Engineering Technology Committee has identically the same function with respect to engineering technology curricula as the above committee has with respect to engineering curricula. Most engineering technology curricula are two-year programs, but some are four years in length and lead to a bachelor's degree. The Engineering Technology Committee is composed of a chairman and 17 members who

> shall have had substantial experience in engineering technology education or with engineering technicians and engineering technologists and ECPD accredited engineering programs, and shall have had substantial experience as a member of ad hoc visiting committees.

The committee itself nominates and presents to each participating society nominees for membership on the committee. Upon approval of the participating society, nominees are submitted to the Board of Directors for appointment.

Philosophy of Accreditation

Among the stated purposes of ECPD are the following:

> To promote and advance all phases of engineering education with a view to the promotion of the public welfare through the development of the better educated engineer, engineering technician, and engineering technologist.
>
> To carry out a program of guidance of pre-college students, to formulate and maintain high educational standards for colleges of engineering technology, to assist such colleges in planning and carrying out their educational programs at all levels, to cooperate with state licensing agencies, and to promote the intellectual development of the young engineer, engineering technician, and engineering technologist.

Clientele and Membership

Accreditation by the Engineering Technology Committee is curricular as opposed to institutional and is strictly limited to engineering technologies as defined by ECPD. Membership in ECPD is not required of the petitioning institution either before or as a result of accreditation. Services are afforded as follows:

> Any institution of higher education which is accredited by its regional accrediting association may request the Engineering

Technology Committee to determine whether one or more of its curricula meet the approved criteria.

If accreditation by a regional association is not available to a particular type of institution, such requirement may be waived.

Curricula of two or more years in length which are "technological in nature and lie beyond the high school level in the field of higher education" are eligible for evaluation in the following types of institutions: (1) technical institutes, endowed or publicly supported; (2) junior colleges; (3) colleges of technology; (4) divisions of colleges and universities; and (5) proprietary schools, operated by individuals or corporations.

Standards and Evaluative Criteria

The evaluative criteria are stated in rather general terms under "General Requirements" and somewhat more explicitly under "Qualitative Criteria" and "Quantitative Criteria." Since ECPD is concerned with curricular as opposed to institutional accreditation, criteria are here presented in the form given by ECPD.

General requirements which ECPD considers basic to the qualification of a curriculum in engineering technology are listed below.

1. Duration. Not less than two academic years of full-time resident academic work beyond the secondary school or the equivalent in part-time resident academic work.

2. Requirement for Admission. High school graduation or the equivalent. A high school transcript indicating graduation, or satisfactory evidence and/or certification of equivalency, must be available for each student and indicate a sufficient background in mathematics and science to achieve the objectives of the curriculum.

3. Curricula. Technology in nature, employing the application of physical sciences and the techniques of mathematics to the solution of practical problems, and comprising a prescribed and integrated sequence of related courses in a specific field, though not excluding a reasonable amount of elective appropriate subject matter.

4. Instruction. By accepted class and laboratory methods. Laboratory work shall comprise an important part of each curriculum.

5. Teaching Staff. Qualified as to education and professional technical experience, and sufficient in numbers to provide adequate attention to each student.

6. Educational Institution. An organized school or a division of an institution devoted to the specific aim of providing engineering technology programs; a stable organization having adequate financial support and demonstrated capacity and achievement in the engineering

technology field. The school shall demonstrably maintain a high standard of ethics in its educational program and in all its dealing with students and prospective students. In its correspondence, published materials, and other public announcements, the statements used shall be frank and factual and shall not be misleading.

7. Physical Facilities. Adequate for the purposes of the curricula offered.

Qualitative Criteria. The scope of qualitative criteria is outlined in the following manner without elaboration:

a. Qualifications and experience of members of the faculty as well as the ratio of numbers of faculty to the numbers of students taught.

b. Standard and quality of instruction:
   (1) in technical courses.
   (2) in basic scientific and other required courses.

c. Progression and integration of courses and the manner and extent to which technical subject matter is taught will demand and utilize the student's training in communication, mathematical manipulation, and technical calculation.

d. Scholastic work of students.

e. Records of graduates; nature of and performance in employment.

f. Attitude and policy of administration towards its engineering technology program.

Quantitative Criteria. The scope of quantitative criteria is outlined in the following manner without elaboration:

a. Auspices, control, and organization of the institution and of its engineering technology division.

b. Curricula offered.

c. Graduation requirements; completion credentials awarded.

d. Basis of and requirements for admission of students.

e. Number of students enrolled:
   (1) in the institution as a whole, and in its technical institute division.
   (2) in the individual curricula.

f. Teaching staff and teaching loads.

g. Physical facilities devoted to technical institute curricula.

h. Finances: investments, expenditures, sources of income.

For institutions requesting to undergo evaluation the Engineering Technology Committee provides a Manual of Evaluative Procedures and Instructions[23] and a Questionnaire of Review of Curricula in Engineering Technology.[24] The Questionnaire contains sections requiring specific information under the following headings: (1) institution as a whole; (2) general information on technology unit; (3) finances related to engineering technology unit; (4) engineering technology faculty salaries, tenure, retirement and other policies; (5) physical facilities; (6) enrollment and degree data; (7) admission requirements and requirements for graduation. A separate section deals with objectives and self-appraisal and placement services.

National Association for Practical Nurse Education and Service

The National Association for Practical Nurse Education and Service (NAPNES) is a professional association for Licensed Practical Nurses or Licensed Vocational Nurses (synonymous). As one of its functions, the Association accredits programs in practical nursing education.

Administrative Structure

NAPNES is governed by a 26-member Board of Directors consisting of five ex officio members, five officers, and 16 directors, 12 of whom are elected and four of whom are appointed by the Board of Directors. The majority of the members of the Board of Directors must be licensed practical/vocational nurses. At least six of the elected and one of the appointed members must be licensed practical/vocational nurses. Two ex officio members of the Board are the Chairman of the Council of Hospital Administrators and the Chairman of the Council of Nursing Home Administrators (which are separate organizations).[25] From the bylaws it appears that segments of the public not affiliated professionally with NAPNES are represented in the policy-making apparature of the Association.

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[23]Manual of Evaluation Procedures and Instructions (New York, New York: Engineers' Council for Professional Development, 1969).

[24]Questionnaire for Review of Curricula in Engineering Technology (New York, New York: Engineers' Council for Professional Development, n.d.).

[25]Bylaws of the National Association for Practical Nurse Education and Services, Inc. (New York, New York: National Association for Practical Nurse Education and Service, amended May 6, 1969), Article XI.

Within NAPNES, accrediting is the responsibility of a standing committee on education working through the Department of Practical/Vocational Nurse Education. The functions of the Education Committee are to develop policies, procedures, and criteria for accreditation, and to provide for the implementation of the accrediting process. Membership on the Education Committee

> shall include professional nurses directly associated with educational programs in practical/vocational nursing, one licensed practical/vocational nurse serving in the capacity of a practitioner, and representatives from allied fields such as medicine, hospital and nursing home administration, vocational education, general education, and guidance.[26]

Philosophy of Accreditation

The Bylaws of the Association provide that its objectives shall be directed toward the development of sound practical/vocational nurse education and the promotion of the licensed practical nurse as an important member of the health team concerned with the health and welfare of all people. Specifically, in furtherance of its objectives with regard to accreditating, the Association shall: (1) establish sound standards for practical/vocational nurse education and service and (2) conduct a program of accreditation for schools of practical/vocational nursing.[27]

Clientele and Membership

Membership in NAPNES is open to agencies such as hospitals, nursing homes, schools of practical nursing, alumni groups, civic organizations, and "others in harmony with the objectives of the Association."[28] Membership is also open to state associations of licensed practical nurses, students, and any individual who supports the objectives of the Association.

The accrediting service of NAPNES is available to:

1. Any basic educational program in practical nursing that is fully approved by the body in the state or other jurisdiction where it is located which is legally authorized to determine the schools whose graduates are eligible to take the licensing examination in practical nursing. Included in this category are state-approved programs designed for the preparation of personnel who

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[26] Ibid., Article XVIII.

[27] Ibid., Article II.

[28] Ibid., Article III.

have had previous experience in nursing.
2. Any postgraduate course for licensed practical nurses in a specialized area of nursing.[29]

Apparently, membership in NAPNES is not required in order to participate in the accrediting process, nor is it required to maintain accreditation. The petitioning agency does, however, have to pay $25.00 for review of its application, $200.00 for the evaluation, and $35.00 for an annual review of the school's progress.[30]

Standards and Evaluative Criteria[31]

Institutional (Program) Purpose. NAPNES requires that each program in practical nursing education have a statement of philosophy and objectives formulated by the faculty. This statement of philosophy must contain provisions to the effect that: (1) practical nursing is not an auxiliary service; (2) students must have experience nursing patients in real-life situations in addition to understanding of principles; (3) the primary goal of practical nursing education is the education of students and not the maintenance of services; and (4) racial or religious bias is precluded in selection of students. A statement of objectives must specify: (1) the knowledge, technical skills, attitudes, and cognitive abilities that are expected of students; and (2) the attitudes which contribute to constructive relationships with other members of the health team.

Ownership, Control, and Policy. The only NAPNES criterion pertaining to control is to the effect that "the controlling institution is accredited by the appropriate accrediting body."

Administration. In regard to administration and organization, NAPNES prerequisites are: (1) a well-defined organizational chart relating authority, responsibility, and channels of communication; (2) recognition of the practical nursing curriculum commensurate with that accorded other programs; (3) flexibility in planning and operation under the guidance of the administrator/coordinator; (4) accreditation of each cooperating agency by the appropriate accrediting body; and (5) a signed document of agreement between controlling and cooperating agencies specifying (a) effective data, (b) length of time cooperating facilities will be used, (c) number of students utilizing, (d) physical

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[29]Practical Nursing Education: A Guide for Establishing and Improving Educational Programs; Criteria and Procedures for Accreditation (New York, New York: National Association for Practical Nurse Education and Services, Inc., 1967), p. 8.

[30]"NAPNES and Its Accrediting Program," Journal of Practical Nursing, Nov. 1967, p. 30.

[31]Standards and evaluative criteria discussed in this section are found in Criteria and Procedures for Accreditation, pp. 9-16.

facilities provided, (e) provisions for health and safety, (f) renewal conditions, and (g) a statement of fact that final authority on all matters pertaining to education rests with the controlling institution.

Educational Programs. No reference is made to educational programs.

Faculty and Staff. NAPNES criteria require that the petitioning institution furnish evidence that nursing faculty members are given and assume responsibilities for: (1) formulating the philosophy, objectives, and educational policies of the program; (2) planning and evaluating the total curriculum; (3) selecting the clinical resources and educational materials utilized in the program; (4) teaching the students in both the classroom and the clinical setting; (5) evaluating the student's achievement throughout the program, counseling the students on the basis of these evaluations, and determining when a student will not be permitted to continue in the program; (6) serving on appropriate committees; and (7) furthering their own professional development. Also included are requirements that faculty members participate in review of the program, revisions and evaluation of the curriculum. On-going inservice education programs must be provided; written personnel policy for work hours, salary and promotion schedules, health services, leaves of absence and vacation must be on file; written job descriptions for faculty must be provided; each faculty member must be evaluated periodically in terms of her achievement and development; and cumulative records which are used as the basis for periodic evaluation must be maintained.

The NAPNES criteria require, in terms of educational qualifications and experience, that: (1) the professional faculty members hold a minimum of a baccalaureate degree; (2) the professional nurse faculty members be currently registered in the state in which the controlling institution is located; (3) the administrator/coordinator (a) be a professional nurse who has specialized preparation and experience which enables her to provide leadership and assume the other responsibilities of her position and (b) be employed on a full-time basis by the institution; (4) the number of nursing instructors (a) be sufficient in terms of the varied responsibilities involved in the faculty role and the number of students enrolled (It is recommended that the student-instructor ratio in the clinical nursing courses not exceed 15:1) and (b) be free of any nursing service assignment. Also, faculty must be "sufficient in number to accomplish [required] tasks without being expected to carry an unrealistic work load."

Instructional Program. NAPNES requirements for curriculum and instruction specify: (1) the use of a master plan giving evidence that the curriculum is designed to achieve the objectives of the program; (2) the curriculum must be organized so that clinical laboratory experiences are provided early, course sequences progress from the simple to the complex, and course subject matter is closely correlated among courses; (3) for each course a written course outline is available and for each lesson a written plan showing objectives,

content, time allocation, and teaching methods; (4) supervision is provided for students in all clinical experiences and that these experiences are selected on the basis of their contribution to the course objectives; and (5) clinical experiences include instructor-student conferences on patients, ward reports, etc.

Facilities. Excluding library, NAPNES requirements are: (1) the nursing units utilized for student learning experiences (a) contain a sufficient number and variety of patients to permit the provision of a reasonable breadth and variety of experiences for each student and (b) are staffed by qualified service personnel at all levels and in sufficient numbers to meet the needs of the patients; (2) the classrooms in both the controlling institution and the cooperating agencies (a) are adequate in number and size for accommodating the number of students and for meeting the requirements of the program and (b) have sufficient and appropriate equipment and teaching aids; (3) the administrator/coordinator has an adequately equipped office which provides privacy for carrying out administrative functions and for individual conferences; (4) the instructors have suitably equipped office space that is easily accessible to the students and that provides privacy for individual conferences. (If possible, each instructor should have her own office with available telephone service); (5) dining rooms, lounges, rest rooms, and lockers are adequate in number and suitable in type for the convenience and comfort of the students and faculty members; (6) adequate space and equipment are provided for the storage of records, including those that are confidential, and clerical and teaching supplies, and materials; and (7) the secretarial service is adequate for insuring efficient and prompt management of the clerical obligations of the program.

Student Services. Evaluative criteria for students are grouped under; (1) admissions; (2) welfare; and (3) progress.

Admission criteria require: (1) students to be admitted in groups at stated times; (2) that criteria for admission be established by the faculty "with assistance of suitable persons"; (3) that criteria consider state licensing requirements, student characteristics such as previous educational attainment and general intelligence, and physical, emotional and social health of the applicant.

Student welfare criteria require: (1) an operative health program; (2) sick leave and at least two weeks vacation each year; (3) a student organization for social and recreational activities; (4) provision for financial assistance; (5) written statements concerning student conduct, attendance, grading system, and outside employment; and (6) the provision to each student, prior to admission, of full information concerning costs, policies, etc.

Student progress criteria require that: (1) student achievement be evaluated systematically through such means as check lists, written tests, and observation of clinical performances. (Also, the student must participate in her evaluation, and the results should be used in

guiding the student and determining her progress); (2) records for all current and former students must be maintained and include admission records, health records, time spent in courses and clinical work, grades, and state board examination results; and (3) such records must be made available only to authorized personnel.

Library. Criteria for libraries provide that: (1) the library in each institution that is used is (a) easily accessible to the students and faculty members and (b) equipped with a sufficient number of tables and chairs to accommodate at least 15 percent of the student body which uses it; and (2) library holdings are (a) sufficient in scope of content and number of volumes to provide for the needs of both students and faculty members; (b) classified, cataloged, and easily available to users, and (c) kept up to date by means of a periodic review by a committee which is competent to make recommendations concerning acquisitions and materials to be discarded and to recommend budget requests. If the services of a librarian cannot be provided, the responsibility for a system of withdrawal is vested in one person.

Financial Resources. The only criteria concerning financial provisions require that: (1) an institution must provide financial support for the entire practical nursing program including the support required for (a) the provision and maintenance of adequate physical facilities, (b) the employment of an administrator/coordinator, the instructors who teach in the classroom and clinical areas, and clerical personnel, (c) equipment, supplies, and educational materials, including library *holdings, (d) the student welfare program,* and (e) consultation that may be needed for the continued development and improvement of the program and (2) that a separate cost accounting budget be maintained for the practical nursing program and that it be based on the expressed needs of the administrator/coordinator who participates in budgetary planning.

Other Criteria. In addition to the foregoing, NAPNES includes a set of criteria concerning public relations and the use of advisory committees where such are utilized.

National Association of Trade and Technical Schools

The National Association of Trade and Technical Schools (NATTS) is a voluntary association of private schools. Although the United States Commission of Education recognized the Association as an accrediting agency, it is the Accrediting Commission of NATTS which actually does the accrediting, and action by the Accrediting Commission is not subject to review by the Board of Directors of NATTS.

Administrative Structure

The Accrediting Commission is governed by a Board of Commissioners consisting of nine members appointed by the Board of Directors of

NATTS. Five of the Commission members represent trade and technical schools which are members of NATTS, and four members are persons outside the private school field.[32] As noted above, the action of the Commission is not subject to review by the Board of Directors of NATTS. Also worthy of note is that currently the four Commission members from outside the private school field hold the following prominent positions: Dean of Continuing Education, University of Miami; Professor of Education, State University of New York; Director of United States Armed Forces Institute; and President, Essex County College, New Jersey.[33]

The accrediting process, as practiced by the NATTS Commission, includes an institutional self-study report, report by a visitation team and review by the Commission.

Philosophy of Accreditation

The objectives of the Accrediting Commission are stated as follows:

1. To encourage continuing professional development and growth in the private trade and technical school field.

2. To establish and to define educational, ethical and business criteria and practices of high quality to which private trade and technical schools can aspire.

3. To provide for the proper examination of schools voluntarily applying for accreditation.

4. To identify in a list published annually those private trade and technical schools that have opened their doors to complete and comprehensive examination by an outside examining committee of their peers and who have met the exacting standards of the Accrediting Commission.

Clientele and Membership

Membership in NATTS is on an institutional basis, and (effective July, 1969) membership is limited to schools which are accredited by the Commission. Schools automatically become eligible for membership by attaining accredited status. Accredited schools are not, however, required to be NATTS members. If an accredited institution elects not to become a member of NATTS, it is required to pay an annual "sustaining

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[32]Accrediting Commission: National Association of Trade and Technical Schools, Documents A through O (Washington, D. C.: National Association of Trade and Technical Schools, 1969), Document A.

[33]List of Accredited Private Trade and Technical Schools (Washington, D. C.: Accrediting Commission of the National Association of Trade and Technical Schools, 1969).

fee" based upon the school's gross tuition, ranging from $187.50 for gross tuition up to $150,000 to $1,500 for a gross of $1 million and up. Only private schools with a definite trade and technical education objective are eligible for accreditation by the NATTS Accrediting Commission. Important to note here is that "private" encompasses non-public institutions, including proprietary and non-profit institutions.[34]

A fee of $100.00 must accompany an application for accreditation, and a fee of $150.00 per visiting team member is charged with a per diem of $25.00 after the first day.

Standards and Evaluative Criteria

Institutional Purpose. Evaluation of an institution's educational program is based upon the objectives of the institution. NATTS Accrediting Commission states that an accredited school must have the following chief objective and possible secondary objectives:

1. The chief educational objective is to train suitable persons for entrance upon or advancement in one or more occupations requiring manual, manipulative, or technical competence and skills. The objectives are concerned with both what to do and how to do it. Training is job oriented. After training, graduates are able to make a living in the occupation for which trained.

2. Secondary objectives may include upgrading in general education, refresher training, and preparation for a licensing examination. Any production activities must be for training and not for profit.

Ownership, Control and Policy. Only privately operated schools are eligible for NATTS accreditation. It is, therefore, assumed, since no criteria to the contrary were found, that control and policy rest with the owner, owners, partnership, or corporation.

Administration. The only criterion for administration (management) is that, "owners, managers, and administrative personnel have established records of integrity and are properly qualified."

Educational Programs. No requirements for educational programs are listed except as noted previously that only schools with a trade or technical educational objective are considered.

Faculty and Staff. NATTS requires that the director of training have "sufficient educational background, experience, and administrative competence to plan and properly supervise the training program," and

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[34]This and the following citations for NATTS are from Accrediting Commission, op. cit., Documents A, C, and H.

that the instructional staff be sufficient in number to properly serve the number of students enrolled and maintain a satisfactory working relationship with students in the subject taught.

The following qualifications are required of instructors:

1. Each instructor has a minimum of two years of practical experience in the occupation or subject or the equivalent, is trained to teach, and is able to demonstrate up-to-date knowledge and continuing study of his particular subject field.

2. Where required by law, instructors are certified or licensed. Where instructors are not certified by a state or federal agency, the burden of proof of instructor competence rests on the management of the school.

3. Instructors are of good character, are mature enough to serve as teachers, and possess a professional attitude.

A final staff category is that of field agent. The NATTS Commission lists a "code of ethics" consisting of eight provisions which are to govern the school and its field agents. Covered in the code are selection of agents, conforming to state rules and regulations, the use of promotional materials, student recruitment, collection of funds, use of spurious titles, etc.

Instructional Program. NATTS requires that for every course offered there be a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing a scope and sequence of subject matter sufficient to achieve the announced objectives with the students normally enrolled. Additional requirements are that: (1) instructional materials reflect current occupational knowledge and practice; (2) in each course, materials be sufficiently comprehensive to meet the announced objectives; and (3) instructional materials include suitable teaching devices and supplemental instructional aids appropriate to the subject. A final requirement is that the training offered must help prepare students for and assist them in securing employment.

Facilities. Criteria for facilities are found under "buildings and educational equipment."

Building requirements are:

1. Instructional and student housing facilities meet fire, safety, and sanitation standards required by appropriate regulatory authorities, or in the absence of such, those standards recommended by appropriate national advisory bodies.

2. Space, heat, light, ventilation, and storage are sufficient and reasonable for the purpose of the courses and student enrollment.

Educational equipment requirements are:

3. Instructional and practice equipment is similar to that found in common occupational practice.

4. Sufficient equipment and/or learning stations are provided to allow each student adequate scheduled time for practice.

5. All dangerous machinery is equipped with proper safety devices and the school sees that they are used at all times.

Student Services. Included in the area of student services are criteria concerning counseling records, placement, retention, student achievement, and admission. Major emphasis is placed upon this area in NATTS evaluative criteria.

Counseling: Adequate testing and counseling services are provided as appropriate to the subjects and students being taught.

Records: (1) Permanent educational records are securely maintained, and (2) grades are reported regularly and transcripts are issued upon request.

Placement: (1) Adequate placement and counseling service is provided graduates without charge; (2) the school maintains records of initial employment of its graduates covering the last five years and bases statements regarding percentage of placement upon such records; and (3) the school is able to show acceptance of its graduates by major employers.

Retention: Records show good student attendance and "reasonable" retention rates.

Student Achievement: (1) Each school has a system for assessing the growth in knowledge and skill of students in training and maintains definite written policies relative to performance standards and grading; (2) students are terminated by the school when it is clear that they are unable satisfactorily to acquire the knowledge and skills required by the occupation for which they are training; and (3) course completion is based upon satisfactory mastery of the required knowledge and skills and is confirmed by an appropriate certificate or diploma accurately representing the accomplishment.

Student Success: Each school is able to show that a high proportion of its graduates benefit from the training received.

Admission: (1) The school determines with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the course he desires to take and as to what the training can reasonably be expected to do for him; (2) the school establishes the qualifications which an enrollee must have to enable him to successfully assimilate the training to be furnished him, and determines, with

reasonable certainty, in advance of the acceptance of his enrollment, that the applicant has the proper qualifications to take the training for which he is applying; (3) the school determines that each applicant accepted has no handicaps, physical or otherwise, which could reasonably prevent his use of the knowledge or skill gained from the training he desires for successful on-the-job performance after completion of his course; (4) in any case where a school enrolls a person who does not meet the normal basic admission qualifications, it has a written record of the reasons why he was permitted to enroll, and is prepared to justify its action in accepting the enrollment; and (5) no school accepts an enrollment from a person of compulsory school age, nor one attending a school of elementary or secondary level, until and unless it has established through contact with properly responsible parties that pursuit of the course would not be detrimental to his regular school work.

Other sections of NATTS criteria have specific provisions and requirements for enrollment agreements, tuition policies, and student recruitment. Most of these criteria are aimed at the prevention of unethical practices in student relations. NATTS considers these criteria and the high standards they require an extremely important part, and one of the strengths of their institutional evaluation.

Library. The only criterion concerning the library is that adequate library facilities and resources be provided as appropriate to the subject taught.

Financial Resources. The only criteria concerned with financial resources are that: (1) the financial structure of the school be sound with resources sufficient for proper operation, support, and discharge of obligations to students; and (2) each school have adequate insurance to provide protection to the school, employees, and students against liability cases.

National Home Study Council

The National Home Study Council (NHSC) was organized in 1926 as a voluntary association of private home study schools to promote "sound educational standards and ethical business practices within the home study field."[35] In 1952 NHSC established an accrediting commission to further the objectives of the Council.

Administrative Structure

NHSC is governed by a Board of Directors selected from the membership of affiliate schools. The Board of Directors appoints the members

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[35]The Accreditation of Private Home Study Schools (Washington, D. C.: Accrediting Commission, National Home Study Council, n.d.), p. 2.

of the Accrediting Commission, but the Commission operates as an independent judicial body. Its judgment to accredit or not to accredit any school is final and cannot be vetoed by the Board of Directors.

The Accrediting Commission consists of nine members. Four are educators from outside the home study field, and five are professional executives in the home study field. The four members from outside the home study field have impressive credentials. Presently, the Commission Chairman is a faculty member of Harvard University, is a former Superintendent of Schools in Chicago and former Deputy Secretary of Health, Education and Welfare; another member is Assistant Secretary for Educational Services, National Education Association and former U. S. Commissioner of Education; another member is President of the National Vocational Guidance Association; and the fourth member is Vice-President of the McCormick Company and has served as a member of the Education Committee of the United States Chamber of Commerce.[36]

Philosophy of Accreditation

It is the opinion of NHSC that:

> The interests of private home study schools and of the general public are inextricably bound together. Private schools succeed as they serve effectively the public interest and need. Accreditation benefits the public by identifying those schools which offer satisfactory services and meet acceptable standards.

The NHSC objectives of accreditation as expressed in the bylaws are to: (1) establish standards for the operation and conduct of home study schools and to serve as the accrediting agency for schools meeting those standards; and (2) to promote sound educational standards and ethical business practices in the home study field.[37]

Clientele and Membership

Any private home study school with two or more years of operating experience may apply for accreditation, but it is the policy of the Accrediting Commission to review and accredit only those private home study schools which offer courses of an academic, technical, or vocational nature that reflect the customary offerings of regular secondary schools, technical institutes and colleges.[38]

Membership in the Council is open only to those institutions

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[36] Ibid., p. 3.

[37] Documents and Instructions of the Accrediting Commission (Washington, D. C.: National Home Study Council, n.d.), Document 1.1, p. 1.

[38] The Accreditation of Private Home Study Schools, pp. 3-4.

which have been accredited by the Accrediting Commission, but accredited institutions are not required to become members.

Standards and Evaluative Criteria[39]

Schools which are accredited by the NHSC Accrediting Commission must possess the various characteristics noted under the headings enumerated below. These standards are somewhat different from those of resident institutions, as would be expected, because of the differences in concept and objectives.

Institutional Purpose. The objectives of a home study school must be such that they: (1) can be achieved through correspondence study; (2) are readily attainable; and (3) include the development of skills, provide for job-related training, impart knowledge or the application of knowledge, and develop desirable habits. Evaluation of the educational program must be based upon the announced course objectives and the success with which the objectives are fulfilled.

Educational objectives must be clearly defined and simply stated; set forth in understandable language the character, nature, value, quality, and source of instruction; and in occupational fields, clearly state the types of occupations for which preparation is given.

Ownership, Control, and Policy. Schools must be privately-owned proprietorships, corporations, partnerships, etc., and may be either profit or non-profit. No criteria are enumerated for policy.

Administration. The only administrative criterion is that a qualified person must serve as education director. He must have overall administrative responsibilities for the educational program and a policy-making voice in advertising, sales, and collection.

Educational Programs. No criterion was given under this heading. The standard on "institutional purpose" actually sets forth some program requirements.

Faculty and Staff. Requirements for faculty are that: (1) in large schools, department heads or other qualified persons be delegated educational, editorial, and research responsibilities within subject fields; and (2) the school have a sufficient number of qualified instructors to give individualized instructional service to each student.

Instructional Program. Criteria for the instructional program are grouped under educational materials and educational services. Under the heading educational materials, criteria require that: (1) instructional materials be sufficiently comprehensive to achieve the announced objectives; (2) instructional materials be accurate and reflect current

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[39]Standards and evaluative criteria are found in Documents and Instructions, Document 3.1, pp. 1-6.

knowledge and practice; (3) instructional materials be prepared by qualified persons competent in their fields. (Materials other than standard textbooks produced by recognized publishers must be prepared by correspondence educators skilled in preparing materials for home study use); (4) the reading difficulty of the instructional materials be keyed to the reading competence of the average enrollee in the course; (5) suitable instructions on how to study the course clearly indicate to the students what to do and how to learn effectively; (6) the organization and presentation of the instructional materials be in accord with the sound psychological principles of learning; (7) instructional programs make effective use of appropriate teaching devices and supplemental instructional aids; (8) illustrations be used intelligently and have educational and/or inspirational value; and (9) instructional materials be legibly reproduced, well manufactured, suitably bound, and attractive in layout and format.

Under educational services, required criteria are: (1) submission of examinations which adequately cover the materials and include adequate evaluation, correction services and necessary counseling by the instructor be provided for examinations; (2) a resident course (terminal training) supplement the home study course whenever it is necessary to attain the stated educational objectives; (3) relevant inquiries from students be welcomed and answered promptly and satisfactorily with due regard for any legal and professional restrictions; (4) adequate provisions be made to meet the individual differences of students and to provide counseling and guidance as required to assist the student to attain his educational goals; (5) students who fail to do satisfactory work be encouraged to continue until they either show inability to do satisfactory work, or until they demonstrate satisfactory progress; (6) a constructive program be followed to encourage students to start, continue, and finish the course in which they have enrolled; and (7) reactions of students be sought as one basis for evaluating and improving instructional materials and services.

Facilities. Facility requirements are: (1) the building, work space, and equipment comply with the local fire, building, health and safety requirements and be adequately equipped to handle the educational program of the institution; and (2) educational records of all students be maintained in a safe, fireproof, and reasonably accessible place as long as they are likely to be needed. Other records should be maintained in accordance with current educational, administrative, business and legal practice.

Student Services. Requirements for student services, success, and satisfaction are: (1) minimum student services include prompt return of accurately graded examinations; (2) ample study materials should be provided at all times to the student, and essential student records should be adequately maintained; (3) competent counseling should be available to students on request--if employment assistance and other services for alumni are offered, they should be as purported; (4) a high proportion of students should be satisfied with the training and educational services; and (5) a satisfactory percentage of enrolled

students should start the course, continue their studies, and finish--a sample checking of the students in a school must indicate a reasonable achievement in, and completion of, their course and satisfaction with the services which the school is rendering.

Library. No criteria for library are listed. The reader is reminded that the nature of the institution dictates that students pursue individually their studies at home. Courses of this sort usually have library or reference materials incorporated in the instructional materials.

Financial Resources. Financial criteria require that: (1) the school show, by financial statement, that it is financially responsible and that it can meet its financial obligations to provide service to its students; and (2) the school show two years of sound and ethical operation--schools which are branches or affiliates of established schools may be accredited after fewer than two years of experience.

Exemplary or Innovative Aspects. Requirements under innovative aspects are in the area of research and self-improvement. An accredited school must (1) show evidence of progressiveness and an effort to improve operating efficiency and service, and the use of sound research procedures and techniques to measure how effectively the announced course objectives are being met; (2) utilize effective procedures to constantly improve materials and keep them current and up-to-date; (3) demonstrate interest in improving the course of instruction and in the upgrading of personnel and faculty through membership in professional associations, review and application of research, and practical experience in the general field of education and the specific field of home study; and (4) have an established program or plan reflecting a desire to improve services to the student and to provide for the growth of the school, its staff, and its faculty.

In addition to the above criteria, evaluative criteria have been developed which cover admissions practices, enrollment agreements, advertising and promotion, control of field staff, reasonableness of tuition, tuition collection procedures, tuition refund policies, and hearings and appeals.

National League for Nursing

The National League for Nursing (NLN) was formed in 1952 through the merging of seven then existing national organizations and committees concerned with nursing. NLN is controlled by a Board of Directors consisting of five elected officers, certain executive committee chairmen, and 16 directors at large. All powers of the NLN, unless otherwise prescribed by statute, certificate of incorporation, or bylaws, are vested in the Board of Directors.

The NLN Bylaws define its functions as: (1) identifying the

nursing needs of society and fostering programs designed to meet these needs; (2) developing and supporting services for the improvement of nursing care and nursing education through consultation, testing, accreditation, evaluation, and other activities; (3) working with the American Nurses Association for the advancement of nursing; (4) working with voluntary, governmental, and other agencies and groups toward the achievement of comprehensive health care; and (5) responding in appropriate ways to universal nursing needs.[40]

The NLN has programs of accreditation for nursing at the master's, bachelor's, and associate degree levels for diploma programs in nursing and for practical nursing. Of these, the associate degree, diploma, and practical nursing programs are considered occupational or less than bachelor's degree level. Criteria for accreditation of these programs are considered in the following sections.

Administrative Structure

As indicated above, the NLN is governed by a Board of Directors with ultimate authority. Within the NLN are six councils: (1) Council of Associate Degree Programs; (2) Council of Baccalaureate and Higher Degree Programs; (3) Council of Diploma Programs; (4) Council of Practical Nursing Programs; (5) Council of Hospital and Related Institutional Nursing Services; and (6) Council of Public Health Nursing Services. Each of these councils serves as accrediting agency for its respective program. Evaluative criteria are developed independently by each council. Each council is directed by an executive committee consisting of a chairman, vice-chairman, and four to six additional members. Committees are self-perpetuating in that each committee fills its own vacancies.[41]

On the present Board of Directors, in addition to representatives of the nursing profession, are two medical doctors, the president of Vincennes University, a professor in public health administration, two hospital directors, the director of the Western Interstate Commission for Higher Education, and the vice-president of a university medical center.

Philosophy of Accreditation

Accreditation is viewed by the NLN as a public service and as a service to nursing schools:

> Accreditation is a public service as well as a service to educational institutions offering programs in nursing. One of its purposes is to provide the public with well prepared nurses.

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[40] Bylaws (New York, New York: National League for Nursing, 1967), pp. 1-7.

[41] Bylaws, p. 16.

> It serves as an aid, too, to students, parents, and counselors in evaluating schools and in selecting nursing education programs. It provides a yardstick by which both tax funds and voluntary contributions can be channeled into high quality education. It assures the community that a school has a competent faculty and administration, that its curriculum meets the standards nursing school faculty themselves know are good and attainable, and that the educational experience will be a profitable one for the student.

According to NLN, a school seeks NLN accreditation of its program because of the values accreditation holds for the school. Among these values are national recognition, opportunity for the faculty to participate in its own evaluation, the facilitation of securing qualified faculty and students accreditation brings, and having national standards to use as a yardstick.[42]

Clientele and Membership

Membership in NLN is classified as individual, agency, allied agency, affiliate agency, or honorary. Individual membership is available to any person "interested in fostering the development and improvement of nursing services or nursing education." Agency membership is open to any organization that provides a nursing service or conducts an educational program in nursing. The various councils mentioned in the preceding section are composed of agency members only. Memberships other than agency or individual are non-voting.[43]

Membership in NLN is not a prerequisite for evaluation or accreditation, nor is membership required after accreditation has been extended. However, there are certain prerequisites. To be eligible for NLN accreditation, any nursing program must be unconditionally approved by the responsible state authority (usually the state board of nursing). Any community college or senior college must be accredited by its regional association to be eligible for NLN accreditation, and any hospital operating a diploma program of nursing must first be accredited by the Joint Commission on Accreditation of Hospitals. Vocational schools offering programs in practical nursing must be approved by the state board for vocational education.[44]

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[42] Nursing Education Accreditation (New York, New York: National League for Nursing, n.d.), pp. 1-2.

[43] Bylaws, pp. 1-2.

[44] Policies and Procedures of Accreditation for Diploma Programs of Nursing (New York, New York: National League for Nursing, 1969), p. 5. Policies and Procedures of Accreditation for Programs in Practical Nursing (New York, New York: National League for Nursing, 1968), p. 7.

Standards and Evaluative Criteria

Criteria for the evaluation of associate degree nursing, diploma nursing, and practical nursing programs are presented in separate documents by the respective departments within the NLN. Since the only types of programs which would be encountered in a post-high school institution at less than the bachelor's degree level are the associate degree nursing program and the practical nursing program, only these two are to be considered in detail.

Associate Degree Nursing[45]

Institutional Purpose. The purposes of an associate degree nursing (ADN) program, according to NLN criteria, are: (1) preparation of graduates who are competent to perform as beginning nurse practitioners; (2) completion of general education requirements appropriate to an associate degree education within the particular institution; (3) provision of opportunities to participate in the college social and cultural activities conducive to the development of the potentialities of the student as a person and as an interested, contributing member of society; and (4) provision for the control and implementation of courses in nursing by the faculty in nursing within the framework of the college policy.

Ownership, Control, and Policy. No criteria are enumerated for ownership, control, and policy. However, the requirement that a two-year college, four-year college, or university be accredited by the regional association limits institutions offering ADN programs to public or non-profit private institutions in most regions.

Administration. Requirements are that the organization and administration of the nursing unit be in accord with the general policies that govern organization and administration of other units in the college that offers programs of comparable type and academic level with respect to: (1) relationship with the administrative authorities; (2) relationships with other units; (3) privileges, responsibilities, and policies; (4) representatives on central councils, committees, and other agencies of the faculty; (5) publicity and recruitment; and (6) long-term planning.

Other requirements are that: (1) there exist contracts or agreements covering use of facilities of other agencies which serve as laboratories for nursing students, and that such contracts ensure that the faculty members have control of the students with the necessary freedom to guide them and select their assignments; (2) members of the nursing faculty be employed by and responsible to the college; (3) functions, responsibilities and authority of each member be clearly

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[45] Criteria for Evaluation of Educational Programs in Nursing Leading to an Associate Degree (New York, New York: National League for Nursing, 1967), pp. 4-12.

defined; and (4) academic status be appropriate to functions and qualifications.

Criteria for the administrative structure of the nursing unit are that the director of the unit participate in: (1) the preparation of the budget of the unit and in its administration upon approval; (2) screening and recommendation of candidates for faculty appointment, retention, and promotion; and (3) direction and participation of the instructional program. The nursing unit director would also assume responsibility of the nursing unit with respect to carrying out policies and maintaining college standards and the development and maintenance of satisfactory relationships with the administration, other college units, other agencies providing facilities, community groups, and appropriate state, regional, and national agencies. Further, the nursing unit should be organized so that: (1) administrative and functional relationships among faculty members are clearly defined; (2) the work of the nursing unit is equitably and appropriately distributed among the members of the faculty; (3) regularly scheduled conferences concerned with improvement of the program are planned and conducted; and (4) reports and minutes of faculty action are recorded, filed, and kept available for reference.

Educational Program. No reference is made to other programs of an institution.

Faculty and Staff. Generally, requirements are that nursing faculty be sufficient in number and in their qualifications for effective performance of their functions; the composition and organization of the group be conducive to such functioning; and policies be consistent with those of the whole college faculty. Specific requirements are that: (1) the faculty in nursing develop, implement, and evaluate the nursing curriculum in accordance with the stated purposes; (2) the faculty in nursing be responsible for (a) the educational resources and the instruction in nursing; (b) the organization, the development, and the sequences of the courses in the nursing curriculum; (c) participation in the activities of the total faculty of the college in ways that benefit the college, the unit in nursing, and the faculty members themselves; and (d) personal and professional development as individuals and as faculty members; (3) the faculty in nursing share in the responsibility for (a) the development of standards for the selection and the graduation of students in the nursing program and (b) the counseling and the evaluation of students; (4) the qualifications of each nurse faculty member must be appropriate to her academic status and to her functions, and the director of the unit must be a professional nurse who has educational preparation that includes at least completion of a program leading to a master's degree with content in educational administration, study in a major nursing area, credentials verifying her legal status as a registered nurse in the state in which the program is located, such other credentials as may be required by the college, and professional background that enables her to function effectively in the areas of administration, teaching, and nursing practice as well as the area of public relations. (Each faculty member must be a professional

nurse who has educational preparation that includes completion of a program leading to a master's degree in teaching in an area of nursing or has started graduate study toward that degree with a plan to complete the required preparation, credentials verifying her legal status as a registered nurse in the state in which the program is located, such other credentials as may be required by the college, and professional experience that enables her to function as a practitioner of nursing and as a teacher of nursing); (5) the composition of the faculty of the unit in nursing must be such that through the degrees of its individual members, educational preparation in a variety of institutions is represented; (6) the policies in effect for the nurse faculty members be those in effect for other faculty in the college; and (7) part-time faculty members, guest lecturers, and any others who contribute to the education of students in the courses in nursing on a part-time basis be utilized in accordance with college policy.

Instructional Program. The general criterion is that the curriculum reflect the philosophy and the objectives of the program in nursing and that the curriculum be developed and revised by the nursing faculty in accordance with college policy. Specific criteria are that: (1) the nursing program be developed to fulfill the stated objectives, the college requirements for the associate degree, and the state requirements for eligiblity to write the State Board Test Pool Examination; (2) the objectives of each nursing course reflect the purposes of the program and be periodically reviewed by the faculty in nursing; (3) the curriculum include all the areas in nursing, natural sciences, social sciences, and the humanities; (4) the clinical experiences must be teaching-learning experiences with specific objectives; and (5) the nursing curriculum demonstrate the generally accepted pattern for associate degree education consistent with the college policy.

Facilities. Criteria for facilities are: (1) the physical resources of the unit in nursing facilitate the achievement of the program's purposes; (2) the college arrange for a variety of facilities to be used in the teaching of nursing in hospitals and other health and community agencies that are approved by the appropriate authorities; and (3) the faculty in nursing determine, select, and evaluate the facilities suitable for the purpose of the program.

Student Services. The only criterion concerning students in the NLN standards is, in toto:

> The policies in effect for students in the unit in nursing are the same as those in effect for all students enrolled in the college, with such applications and adaptations as are normally made in view of the difference in the types of education in the various units. The academic standards for the students reflect the requirements and the purposes of both the college as a whole and the unit in nursing.

Library. Library criteria are that: (1) the library resources be adequate in scope and extent for effective use in teaching and in

study by faculty members and students; (2) the adequacy of the library resources be directly related to the achievement of the curriculum purposes; and (3) the nurse faculty members participate in the selection of additions to the library.

Financial Resources. The sole requirement is that "financial support to implement the objectives of the unit in nursing is assured, with provision for the budget and its operation made in accordance with college policy."

Other Criteria. The only other NLN criterion concerns evaluation, with the requirement that evaluation be a planned, on-going activity of the college and the unit in nursing and be directed toward the improvement of the program. Specifically: (1) evaluation methods and instruments must be developed and used by the faculty in nursing for the purpose of measuring student achievement and performance; (2) the teacher's effectiveness as a faculty member is assessed in accordance with college policy; and (3) there is planned, systematic follow-up of students and graduates.

Practical Nursing[46]

Institutional Purpose. Actually, these criteria pertain to the program of practical nursing and not to the institution as a whole. Criteria are that the philosophy and objectives of the program: (1) be carefully formulated, agreed upon, well-defined by the faculty, and be in accord with the philosophy and objectives of the institution; (2) provide the basis for the development, conduct, and evaluation of the total program, to include instruction, admission, and personnel policies; (3) include the beliefs of the faculty about nursing, nursing education, practical nursing education, and general education; (4) consider practical nursing an integral part of all nursing; (5) incorporate the belief that the educational program is planned to meet the educational needs of the students; (6) be based upon the concept of preparing a practitioner who shares in the giving of direct care to patients and who functions within the accepted roles of the licensed practical nurse; and (7) maintain that the expected changes in student behavior are realistic and attainable within the program of instruction.

Ownership, Control, and Policy. No criteria for ownership or control are given, but eligibility criteria confine institutions to those eligible for regional accreditation in the case of senior colleges, junior colleges or secondary schools, or approved by state boards of vocational education in the case of vocational schools.[47]

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[46]Criteria for the Evaluation of Educational Programs in Practical Nursing (New York, New York: National League for Nursing, 1956), pp. 3-17.

[47]Policies and Procedures of Accreditation for Programs in Practical Nursing, p. 7.

Administration. Organization and administration criteria are: (1) the controlling institution determines general policy and provides the necessary resources for the entire program; (2) administrative and educational policies reflect the philosophy and the objectives of the program; (3) the controlling institution, through the nurse director/coordinator, has responsibility for the total program from the time of recruitment and enrollment through graduation of the student; (4) the nurse director/coordinator and the instructors are delegated the authority necessary for developing and implementing the program to meet the stated objectives; (5) the responsibilities of each person concerned with the carrying out of the program and the extent of the authority that may be exercised by each are defined and made known to all personnel; (6) the administrative structure permits flexibility, freedom, and creativity in the planning and the development of the program and allows for continuing education of the faculty; (7) written personnel policies for faculty are on file, which include those relating to (a) qualifications for positions, (b) salary scale and promotion, (c) vacations and sick time, (d) leave of absence for study, (e) retirement plans, and (f) health services; (8) adequate and stable financing of the program is assured, and the budget provides for the needs of the program as determined by nurse faculty members; (9) there are written agreements between the controlling institution and each cooperating agency that (a) have been jointly developed by both parties, (b) outline the responsibilities and authority of each party, (c) ensure full control of the student's learning experiences by the nurse faculty of the controlling institution, and (d) are reviewed annually by both parties; and (10) the program is sensitive and responsive to the needs of the community, and community cooperation is sought through on-going interpretation of the program.

Educational Programs. No criteria for educational programs are given.

Faculty and Staff. A general requirement is that the faculty consist of a director/coordinator and instructors (at least one) who teach in the classroom and clinical areas. All must be employed by and responsible to the controlling agency. Minimum qualifications for each nurse faculty member include: (1) professional nurse registration in the state in which the program is located; (2) at least a baccalaureate degree, preferably in nursing, with additional preparation for teaching appropriate to the teaching of practical nursing; (3) experience and skill in the practice of nursing and experience in teaching gained through previous employment or practice in his or her educational program; and (4) membership in professional organizations and active interest in civic affairs. In addition, the nurse director/coordinator should have preparation in administration, curriculum development, and counseling and guidance. In consultation with appropriate administrators, the nurse faculty members: (1) develop and adopt an educational philosophy and appropriate objectives for the program; (2) set the standards for admission to the program and select the students; (3) set the standards for progression through the program and evaluate the achievement of the students on the basis of the

standards; (4) develop, implement, and evaluate the program by (a) assessing the educational resources within the controlling institution, (b) assessing the available clinical resources and making decisions as to their suitability for students' clincial experiences, and (c) supervising, teaching, and guiding the students throughout the entire program; and (5) further their professional and personal development through (a) active participation in professional organizations and community activities, (b) participation in in-service education projects within the practical nursing program and/or with other faculty groups, and (c) continuing education, such as graduate study, attendance at workshops and institutes, and other appropriate educational experiences. The teaching load of each faculty member must permit adequate time for: (1) preparation of teaching material; (2) evaluation of student achievement; (3) evaluation of his or her teaching in terms of student progress; (4) attendance at faculty meetings and participation in faculty projects; and (5) attendance at appropriate professional meetings.

Instructional Program. Criteria for the instructional program are: (1) the curriculum is designed to meet the stated objectives; (2) the program is developed and conducted in accordance with sound principles of education and practical nursing education; (3) the curriculum is based on broad areas of learning but is limited in detail and flexible enough to permit adaptations according to individual student needs as well as to changing concepts relative to goals in nursing; (4) the curriculum provides for a correlated program of clinical instruction and practice in the care of selected individuals with different degrees of illness, various types of incapacities, and from all age groups; (5) the scientific facts and concepts selected are limited to those that are essential as a basis for nursing action and are applicable to patient care; (6) learning experiences are selected and arranged so as to provide (a) opportunity for the students to learn how to function within the two accepted roles of the licensed practical nurse, (b) preparation for the functions of the licensed practical nurse that have been approved by NFLPN and ANA, and (c) opportunities for personal growth of students; (7) the learning experiences focus on direct nursing care, and effort is made to arrange experiences in a pattern of logical sequences that demonstrates continuity of care; (8) the plan of instruction enables students to develop understanding of the functions of the LPN within different patterns of nursing service; (9) there is concurrent, meaningful application of theory to practice; (10) the sequence of learning is from the simple to the complex and from the known to the unknown, and each added learning experience is built upon previous ones; (11) the total plan of the curriculum shows the relationship of each part to the whole; and (12) in selecting learning experiences in the clinical situation, the focus is on the students' needs, and services rendered to the cooperating agency are incidental to the learning process.

Facilities. Facility requirements are: (1) the physical and clinical facilities and other resources are adequate in quantity and quality to the needs of the program; (2) the physical facilities include adequate space for conducting the program effectively and

sufficient teaching materials for the number of students enrolled; (3) the clinical facilities are sufficient in number and type to provide the essential learning experiences for each student; (4) the numbers and types of patients in the cooperating agencies are sufficient to provide comparable experiences for each student; (5) all cooperating agencies are licensed and/or approved by the appropriate authorities; and (6) adequate conference rooms and other necessary facilities, such as locker rooms, dining facilities, and offices, are provided by the cooperating agencies.

Student Services. Criteria for student selection and guidance are: (1) policies pertaining to the selection of students are in accord with the philosophy and the objectives of the program; (2) selection of students is based upon an analysis of the abilities needed to successfully complete the program of study and to enter the vocation of practical nursing; (3) each applicant is evaluated in terms of total preadmission requirements, and selection is made in accordance with standards established by the faculty of the nursing program; (4) there are personnel policies in effect for students that provide for their safety, welfare, and guidance and define their responsibilities in that (a) policies pertaining to health care state the respective responsibilities of the school and the student, (b) a counseling and guidance program is outlined in the policies, (c) the policies include rules of conduct and regulations pertaining to vacation time, the grading system, and employment outside of school hours, and (d) the policies pertaining to the planning of in-school time provide for balance between classroom experience, clinical experience, study time, and conferences; and (5) class activities, assignments, and procedures and school services for students are directed toward the education of the student and the development of his or her potential as a student of practical nursing and as a person.

Library. Library requirements are: (1) the library holdings are sufficient in number, up-to-date, appropriate to the program in practical nursing, and accessible to students and faculty; and (2) the physical facilities, the organization, and the services of the library are conducive to effective use.

Financial Resources. No criteria are given.

Other Criteria. Other criteria for accreditation of a practical nursing program are for evaluation of the instructional program, faculty, and students. These criteria are: (1) the organization and the administration of the controlling institution are periodically examined by those responsible to ensure that they permit effective functioning of faculty and learning by students within the practical nursing program; (2) each faculty member is periodically evaluated in terms of individual contribution to the achievement of the objectives and in terms of personal and professional growth; (3) the curriculum is assessed systematically and periodically in terms of the beliefs and objectives of the program; (4) resources and facilities are periodically evaluated to determine whether or not they are meeting the needs of the program;

(5) student achievement, including clinical performance, is systematically evaluated throughout the program; (6) student evaluation of the total educational program is used as a means of assessing its effectiveness; (7) the performance of the graduates on the State Board Test Pool Examinations is satisfactory in relation to state and national means; (8) there is a periodic follow-up of graduates and an on-going study of admissions and withdrawals; and (9) the evaluation data are used to bring about improvement of the program.

Recognized Specialized Accrediting Agencies Expressing Interest in Accrediting Occupational Education

In addition to the specialized accrediting agencies which accredit occupational programs, several agencies recognized by the Commissioner of Education to accredit at other levels expressed varying degrees of interest or involvement in occupational or technical education. Some agencies or associations expressing some degree of interest in accrediting occupational programs are: American Chemical Society, American Institute of Architects, American Library Association, American Optometric Association, American Osteopathic Association, American Podiatry Association, and American Veterinary Medical Association. The extent of the involvement or interest of these associations is discussed in the succeeding sections.

American Chemical Society

Correspondence with the Assistant Education Secretary of the American Chemical Society indicated that that organization has an active interest in chemical technology programs.

> The American Chemical Society has issued recommendations concerning the general content of chemical technology programs but there is no movement toward applying any kind of an accreditation procedure relative to these. The ACS has just been named as the recipient of an NSF grant to prepare constructional materials for the chemical technology programs. As these materials are prepared, institutions will be better able to judge their programs in relation to a program developed by a comprehensive assembly of experts in both chemistry and technical education. You may wish to review some of these materials after they are prepared in another twelve to eighteen months.[48]

American Institute of Architects

The American Institute of Architects (AIA), through its National Architectural Accrediting Board, accredits professional programs in architecture. Through the office of Director of Education Programs at

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[48]Letter dated July 7, 1967, from Kenneth Chapman, Assistant Educational Secretary, Two-Year College, American Chemical Society.

AIA, an Ad Hoc Committee on Technician Training has been established. This Committee has developed a program of "certification" of two-year architectural technician programs which is tantamount to accreditation. A manual on approval procedures has been devised which contains information on procedures for AIA approval, standards of eligibility, a college self-study kit, guidelines for review committee appointment, and guidelines for curricula evaluation.[49]

Very brief "guidelines" have been devised for: (1) institutional eligibility, (2) curricula, (3) the students, (4) the faculty, and (5) the facilities as follows:

I. The Institution

1. Schools in the following categories may be considered:
   a. Technical Institutes, endowed or publicly supported
   b. Junior Colleges offering occupational programs
   c. Divisions of colleges and universities
   d. Proprietary schools operated by individuals or corporations.
2. The institution must hold accreditation by its Regional Accreditation Association.
3. The architectural technician program shall have been in existence long enough to have at least ten graduates employed in architectural or related organizations for a period of one year each.

II. The Curricula

1. Curriculum shall be not less than two academic years of fulltime residence work beyond the secondary schools or equivalent.
2. Curriculum shall be technological in nature, employing the application of physical science and the techniques of mathematics to the solution of practical problems, and comprising a prescribed sequence of related courses in the architectural technology, though not excluding a reasonable amount of elective subject matter. The precise additional electives are felt to be the responsibility of the individual institution or system.

II. The Student

1. Prerequisites for enrollment in the Technicians program should be a high school diploma indicating successful completion of the following:
   a. Mathematics, covering the fields of algebra, plane geometry, and trigonometry.
   b. English
   c. History or Social Studies
   d. Physical Science

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[49]AIA Approval Procedure for Schools Offering Architectural Technician Curricula (Washington, D. C.: The American Institute of Architects, 1969).

Qualified students not meeting these prerequisites will require developmental instruction in the deficiencies.

IV. The Faculty

1. Instruction shall be by accepted class and laboratory methods.
2. The faculty shall include at least one full-time faculty member who shall be a registered architect, or a holder of a professional degree in architecture plus at least three full years of experience under the supervision of a registered architect.

V. The Facilities

Physical facilities must be ample for the purposes of the curriculum offered.[50]

[redacted]IA has also published A Program for Architectural Technician's Training which includes information on the profession of architecture, the AIA program, the role of the technician, functions and performance, the curriculum, the student, the faculty, and facilities. The publication appears to be more of an instrument for student counseling than a guideline for development or implementation.

American Library Association

Although the American Library Association accredits only programs offered by graduate schools of library education, the Association has developed "Criteria for Programs to Prepare Library Technical Assistants" which it has issued in mimeographed form. The document "is intended to serve as a guide for persons planning programs for library technical assistants and for the evaluation of existing programs for library technical assistants."[51] The bulletin covers such topics as: (1) the various capacities in which library technicians can serve, (2) the work of library technicians, (3) abilities required, (4) duties and responsibilities, (5) planning programs, (6) administrative and financial framework, (7) faculty, (8) facilities, (9) curriculum, (10) student recruitment and selection, (11) student records, (12) student placement and follow-up, and (13) continuing education.

The criteria enumerated under the above listed headings are analogous to those used by other agencies to accredit programs.

American Optometric Association

Correspondence with the Executive Secretary of the American Optometric Association showed the interest of that association in technical training:

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[50] Ibid., Section B, pp. 1-2.

[51] "Criteria for Programs to Prepare Library Technical Assistants," distributed by the American Library Association, January, 1969.

> We are considering moving into the area in which you are interested through a two-year program for optometric technicians. Though at the moment we accredit no such program and are not recognized to do so, we would be quite interested in the outcomes of your study should they be published.[52]

American Osteopathic Association

The Committee on Allied Health Occupations of the American Osteopathic Association (AOA) is recognized by the National Commission on Accrediting and the Commissioner of Education as the accrediting agency for osteopathic education. Correspondence with the Secretary of the Bureau of Professional Education of AOA indicated that the Committee on Allied Health Occupations is interested in establishing joint programs participated in by junior or community colleges and osteopathic hospitals approved by AOA. To that end, three programs have been approved thus far--clinical laboratory technicians, x-ray technology, and inhalation therapy.[53]

According to the AOA Secretary, the AOA has been thwarted in the implementation of these programs because the only recognized agencies for accrediting these fields are under the American Medical Association, which has indicated great reluctance to accredit such programs in osteopathic hospitals.

Apparently, none of the technical programs developed by AOA are in current operation.

American Podiatry Association

The Executive Director of the Council on Education of the American Podiatry Association responded:

> The American Podiatry Association does not at this time accredit any programs or institutions at the post-high school and less than the bachelor's degree level. A joint committee representing practitioners, podiatry educators, the Council on Education as an accrediting agency, and the APA Board of Trustees is concerned with developing such programs to train special kinds of technicians and assistants who would help podiatrists extend their professional services to more people. There is a possibility that one or two experimental programs may be established within a year or two.[54]

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[52]Letter dated July 7, 1969, from Charles G. Lile, Executive Secretary, American Optometric Association.

[53]Letter dated June 25, 1969, from Lawrence W. Mills, Secretary, American Osteopathic Association.

[54]Letter dated June 27, 1969, from Abe Rubin, D.P.M., Executive Director, Council on Education, American Podiatry Association.

American Veterinary Medical Association

Concerning a request for copies of any criteria or guidelines the American Veterinary Medical Association (AVMA) might have developed concerning occupational programs in the field of veterinary medicine, the Director of the Department of Education and Licensure indicated that the Executive Board and the House of Delegates of AVMA was at that time considering guidelines for such programs but that no action had been taken.[55]

From the preceding sections, it is apparent that several of the recognized accrediting agencies and associations which do not presently accredit occupational programs have varying degrees of interest in doing so. Some are in the process of taking action which will ultimately result in accreditation of occupational programs.

Scope of Activities of Recognized Specialized Accrediting Agencies

To attain some idea of the scope of the accrediting activities of the nine agencies or associations which accredit occupational programs, a tabulation of all programs or institutions accredited by these agencies was made from their respective lists of accredited institutions. These data are contained in Table 2.

Of the agencies in Table 2 which accredit institutions as opposed to programs, all serve primarily the private proprietary sector of postsecondary education. Among those agencies accrediting programs in public postsecondary institutions, the curricula accredited represent only the paramedical (allied medical) and engineering technology fields. To put this in the perspective of a total offering, one state system in occupational education lists 51 technical and 41 vocational programs, for a total of 92 occupational curricula offered in the various community colleges and technical institutes comprising the system.[56] Only about 14 of these curricula could be considered engineering technologies, and another six are in the paramedical field and eligible for accreditation by the agencies in Table 2.

From the above comparisons it is evident that public postsecondary education is largely dependent upon either the regional associations or respective state efforts for evaluation of programs in occupational education.

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[55]Letter dated June 24, 1969, from Ronald J. Kolar, D.V.M., Director Department of Education and Licensure, American Veterinary Medical Association.

[56]Counselor's Guide: North Carolina Department of Community Colleges (Raleigh, North Carolina: Department of Community Colleges, 1968), pp. 93-98.

Table 2. Number of Institutions or Programs Accredited by Specialized Accrediting Agencies in the Occupational Field

Accrediting Agency	Type of Program or Institution	Number of Programs or Institutions
Accrediting Commission for Business Schools	1-Yr. Schools of Business	100
	2-Yr. Schools of Business	169
	Junior Colleges of Business	45
	Senior Colleges of Business	4
	Data Processing Institutes	10
American Association of Nurse Anesthetists	Hospital Schools of Anesthesiology	193
American Dental Association	Dental Assistant	151
	Dental Hygienist	68
	Dental Lab Technicial	21
American Medical Association	Certified Laboratory Assistant	187
	Cytotechnologist	118
	Inhalation Therapy Technician	55
	Medical Assistant	0
	Medical Record Technician	20
	Nuclear Medicine Technician	0
	Orthopaedic Assistant	0
	Radiation Therapy Technologist	0
	Radiologic Technologist	1,152
Engineers' Council for Professional Development (All are technology programs of at least two academic years duration)	Aerospace-Aeronautics	5
	Aircraft Design	1
	Aircraft Maintenance	2
	Air Conditioning	6
	Architectural	5
	Automotive and Engine	3
	Chemical	8
	Civil	24
	Commerical Broadcast	1
	Computer and Data Processing	3
	Drafting-Design	25
	Electrical	21
	Electronics	42
	Fire Protection	1
	Industrial	4
	Instrumentation	1

Table 2. (Continued)

Accrediting Agency	Type of Program or Institutions	Number of Programs or Institutions
Engineers' Council for Professional Development (continued)	Manufacturing and Tool	8
	Mechanical	35
	Metallurgical	1
	Nuclear	1
	Sanitary	1
National Association for Practical Nurse Education and Service	Practical Nursing Programs	42
National Association of Trade and Technical Schools	Private Trade and Technical Schools	166
National Home Study Council	Private Home Study Schools	120
National League for Nursing	Associate Degree Nursing Programs	66
	Diploma Nursing Programs	567
	Practical Nursing Programs	17

Non-Recognized Specialized Accrediting Agencies Accrediting Occupational Education

In addition to the accrediting agencies recognized by the Commissioner of Education there are several agencies or associations which accredit without any formal recognition by either the National Commission on Accrediting or any federal governmental agency. The number of the organizations varies with time, and practically all accredit in the proprietary sphere. At present, at least, the following (there are possibly others) are in this category: (1) the Accrediting Commission for Barbering Education; (2) the Accrediting Commission for Mortuary Science; (3) the Accrediting Bureau of Medical Technology Schools; (4) The Association of Home Study Schools; and (5) the Cosmetology Accrediting Commission.[57]

Accrediting Commission for Barbering Education

The Accrediting Commission for Barbering Education states that, "Every barber school offering a complete program of basic Barber Education, which is able to establish that its program is one of high quality and stability, shall be entitled to accreditation."[58] The Commission has developed a set of accreditation procedures and evaluative criteria which have been used to accredit 14 schools of barbering in seven states.[59]

Accrediting Commission for Mortuary Science

The Accrediting Commission for Mortuary Science, whose name is self-explanatory, did not respond to requests for information concerning its activities. No information is available.

Accrediting Bureau of Medical Technology Schools

The Accrediting Bureau of Medical Technology Schools is an independent non-profit agency established by the Association of American Medical Technologists. Although no acknowledgement of the fact was made, the Bureau apparently was established to accredit proprietary

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[57]Since these data were compiled, the U. S. Commissioner of Education has extended recognition to the Accrediting Bureau of Medical Technology Schools and the Cosmetology Accrediting Commission.

[58]National Accreditation: What It Means, How It Functions and How It will Benefit Your School (Columbus, Ohio: Accrediting Commission for Barbering Education, n.d.).

[59]Letter dated December 4, 1969, from Kenneth F. Stone, Secretary-Treasurer, Accrediting Commission for Barbering Education, Inc. Publications: Accrediting Procedures; Self-Evaluation Questionnaire; Visitation Questionnaire and Report; and Self-Evaluation Questionnaire for Staff Members.

schools for medical laboratory technologists which, because of their proprietary nature, are refused consideration by the American Medical Association, which accredits non-proprietary schools or programs of this type.

As of 1969 this bureau had developed standards and criteria and had accredited 10 schools or programs for Medical Laboratory Technologists.[60]

Association of Home Study Schools

The Association of Home Study Schools accredits in competition with the National Home Study Council which is recognized by the Commissioner of Education. The only material provided by this association was a directory which listed 77 accredited institutions. The number in itself is misleading in that many corporations operate units in various cities, and each one is listed separately. For example, "Paramount Academy" (dressmaking) is listed 10 separate times, nine of which are in Central and South America. "Professional Schools" (practical nursing) is also listed 10 times, only one of which is in the United States. On standards, the Directory states:

> The school must conform to the standards listed on the front cover of this booklet, the Code of Ethics printed on its back, and many additional criteria including investigation of its reputation through the postal inspector, Better Business Bureau, local bank, Dunn and Bradstreet, Inc., Federal Trade Commission and State Licensing Authorities.[61]

Cosmetology Accrediting Commission

The Cosmetology Accrediting Commission was formed in 1968 as a result of a merger of the Association of Cosmetology School owners and the Association of Cosmetology Salon owners, each of which had previously been attempting to assert its dominance in accrediting schools of cosmetology.[62]

The Board of Directors of the Cosmetology Accrediting Commission is comprised of 17 members, nine of whom represent cosmetology school

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[60]Accredited Medical Laboratory Schools, 1969 (Park Ridge, Illinois: Accrediting Bureau of Medical Technology Schools, 1969). Manual of the Accrediting Bureau of Medical Technology Schools, fifth edition (Park Ridge, Illinois: Accrediting Bureau of Medical Technology Schools, February, 1968.

[61]Directory of Accredited Home Study Schools (Washington D. C.: Association of Home Study Schools, n.d.).

[62]From a personal interview with Dr. Homer Kempfer, Executive Director of the Cosmetology Accrediting Commission.

owners, four of whom represent cosmetology salon owners, and four of whom are from the field of general and/or public education. The commission is autonomous, and its decisions concerning accreditation are final.[63]

The Cosmetology Accrediting Commission has been very vigorous in its efforts. In the two years since its formal inception it has adopted standards, evaluative criteria, and accrediting procedures, and it has accredited 288 schools of cosmetology. Further, the commission has extensively modified its standards and evaluative criteria based upon experience gained in its first two years of operation.[64]

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[63] Constitution and Bylaws for the Cosmetology Accrediting Commission, Inc., (Washington, D. C.: Cosmetology Accrediting Commission, November, 1968).

[64] Accredited Cosmetology Schools (Washington, D. C.: Cosmetology Accrediting Commission, 1969); A Handbook for Use in the Evaluation of Cosmetology Schools (Washington, D. C.: Cosmetology Accrediting Commission, n.d.); and Examining Team Findings, Document 4 (Washington, D. C.: Cosmetology Accrediting Commission, June, 1969).

CHAPTER IV

THE ROLE OF THE FEDERAL GOVERNMENT IN ACCREDITATION AND EVALUATION OF OCCUPATIONAL EDUCATION

The federal government has provided funds for certain segments of occupational education since enactment of the Smith-Hughes Act in 1917, and various acts since 1917 have increased the amount of federal funds allocated and the number of categories to which funds were allocated. The Vocational Education Act of 1963, however, marked a departure from the categorical concept of federal aid, greatly broadened the concept of reimbursable occupational education, and placed increased emphasis upon effective evaluation of the need, the quality and the utilization of occupational education. The 1963 Act authorized a plateau of $225 million (to be reached in 1967) for occupational education, of which 10 percent was to be devoted to research training and development within occupational education.[1] That great emphasis was placed on evaluation in occupational education is shown by the fact that the act required periodic assessment and reevaluation of the goals of occupational education by a national advisory council and required that state plans provide for reports to facilitate this end as determined necessary by the Commissioner of Education.[2] In 1968, the 1963 Act was amended to authorize the appropriation of funds reaching a plateau of $565 million in 1973.[3] Further emphasis was also placed upon evaluation of occupational education programs, services, and activities.[4]

Participation by the federal government in education which could be termed occupational is much more pervasive than the state-sponsored public education covered in the act mentioned above. As noted in the introductory chapter, recent legislation affecting various segments of occupational education includes the Area Redevelopment Act of 1961, the Manpower Development Training Act of 1962, the Nurses' Training Act of 1964, the Economic Opportunity Act of 1965, the Higher Education Facilities Act of 1963, the Health Professions Education Assistance Act of 1963, and the Higher Education Act of 1965. With reference to education in general, a 1963 report to the Chairman of the House Committee on Education and Labor indicated that at that time 42 departments, agencies, and bureaus of the federal government were involved to some degree in education.[5]

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[1]The Vocational Education Act of 1963, Public Law 88-210, Part A, sections 2 and 4(c).

[2]Ibid., sections 7 and 12.

[3]Public Law 90-576, Title I, Part A, section 102(a).

[4]Ibid., section 104.

[5]U. S. Congress, House, Committee on Education and Labor, The Federal Government and Education (Washington, D. C.: Government Printing Office, 1963), p. 1.

It was considered beyond the scope of the present study to make a detailed analysis of all the various federal agencies involved in education in order to ascertain the extent of their involvement in accreditation or evaluation of occupational education. The study herein reported was limited to an investigation of five federal agencies or offices which have major responsibilities for education which has been defined as occupational for the purposes of the study. This delimitation was based upon information gained through interviews and conversations with various state and federal officials having responsibilities in the various phases of occupational education. The five offices, departments or agencies to which the present study was confined are the: (1) Office of Education, (2) Department of Labor, (3) Office of Economic Opportunity, (4) Veterans' Administration, and (5) Federal Aviation Agency.

Office of Education

The United States Office of Education does not directly engage in any accreditation or evaluation of occupational education. There are, however, two aspects of the Office's operation which have implications for accreditation or evaluation of occupational education. The Bureau of Research channels funds into research activities in occupational, higher, secondary, elementary, and adult education, and the Accreditation and Institutional Eligibility Staff of the Bureau of Higher Education is concerned with recognition of accrediting agencies.

Bureau of Reserach

The Bureau of Research of the Office of Education does not engage directly in research but serves as a funding agency for those engaged in research activities. Publication of research findings is encouraged, and it is assumed that research sponsored by the Bureau of Research which has implications for accreditation or evaluation of occupational education has been covered in the literature review and is cited in the bibliography.

Accreditation and Institutional Eligibility Staff

The Veterans' Readjustment Act of 1952 charged the Commissioner of Education with the responsibility of publishing "a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution.[6]

Since that time the Congress has with increasing frequency required that institutions, to be eligible for federal funds, be accredited by agencies or associations recognized by the Commissioner as being

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[6]Selden, Accreditation, pp. 46-47.

"reliable authority" on the quality of education offered by the institutions. In 1964 the Accreditation and Institutional Eligibility Staff was created to evaluate and recommend to the Commissioner those agencies or associations to which new or continued recognition would be extended. The current list published by that Staff recognizes, as mentioned earlier in the study, the six regional associations and 31 specialized agencies or associations. Also recognized are the New York State Board of Regents, the Montana State Board of Nursing, and the West Virginia State Board of Examiners for Registered Nurses.[7]

The extent to which the allocation of federal funds is dependent upon an institution's being currently accredited by one of the recognized accrediting agencies is evidenced in a recent publication of the Accreditation and Institutional Eligibility Staff. The publication enumerates at least 13 different acts (including all of those referred to in the preceding paragraphs) or amendments to acts which have some form of institutional certification or accreditation or program accreditation by recognized associations or agencies as a prerequisite for funding.[8] There are 47 various subsections of these acts or amendments requiring some form of certification, accreditation, or approval.

Initially, in 1952, the Commissioner of Education extended recognition to all accrediting agencies then recognized by the National Commission on Accrediting but since then has recognized several agencies or associations not recognized by the National Commission on Accrediting. Currently, to be recognized by the Commissioner of Education an agency must petition the Director of the Accreditation and Institutional Eligibility Staff for recognition. The following are the criteria which the Staff utilizes in determining whether the agency or association is recommended to the Commissioner for recognition as a reliable authority on the quality of training offered by the institution or programs the agency in question accredits. An agency or association that meets these requirements:

1. is regional or national in the scope of its operations. (Regional as here used means several states);

2, serves a definite need for accreditation in the field in which it operates;

3. performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational program or institution;

4. makes publicly available (a) current information concerning

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[7]List of Recognized Accrediting Agencies and Associations, p. 9.

[8]Statutory Requirements Relating to Institutional Eligibility for Federal Funds, (Washington, D. C.: Accreditation and Institutional Eligibility Staff, Bureau of Higher Education, February 26, 1969).

its criteria or standards for accreditation, (b) reports of its operations, and (c) lists of institutions or educational programs which it has accredited;

5. encourages and gives staff guidance for institutional or program self-study prior to accreditation;

6. secures sufficient and pertinent data concerning the qualitative aspects of an institution or educational program and accredits only those institutions or programs which after on-site examination are found to meet the published criteria for accreditation;

7. has an adequate organization and effective procedures to maintain its operations on a professional basis. Among the factors to be considered in this connection are whether the agency or association:

   (a) clearly sets forth the scope of its accrediting activities, both as to geographical area and nature and type of institutions or program fields covered;

   (b) has financial resources as shown by its audited finanical statements necessary to maintain accrediting operations in accordance with published policies and procedures;

   (c) has clear, written definitions of and procedures for (1) accrediting institutions or programs, (2) placing them on a probationary status, (3) revoking accredited status, and (4) reinstating the accredited status of an institution or program;

   (d) charges only reasonable fees;

   (e) uses experienced and qualified examiners to visit institutions, to examine educational objectives, to inspect courses, programs, administrative practices, services, and facilities, and to prepare written reports and recommendations for evaluation by the agency or assocation--and causes such examination to be conducted under conditions that assure an impartial and objective judgment;

   (f) evaluates an institution or program only with the specific authorization of the chief executive officer of the institution;

   (g) provides for adequate consultation during the visit between the team of visitors and the faculty, administrative staff, and students;

(h) as a result of the accreditation visits, furnishes a written report to the chief executive officer of the institution with comments on the institution's areas of strength, on the areas needing improvement, and on suggested means of improvement;

(i) provides the chief executive officer with an opportunity to comment upon the factual elements of the report of the visiting team before the agency or association takes action on it;

(j) evaluates the report of the team in the presence of a member of the team, preferably the chairman;

(k) provides a regular means whereby the institution may appeal to the final authority in the agency or association; and

(l) re-evaluates at reasonable intervals its accredited institutions, and educational programs.

8. reviews at regular intervals the criteria by which it evaluates institutions or educational programs, in order that the criteria shall both support constructive analysis and emphasize factors of critical importance;

9. has demonstrated not less than two years' experience as an accrediting agency;

10. has gained acceptance of its criteria, methods of evaluation, and decisions, by educational institutions, practitioners, licensing bodies and employers throughout the United States; and

11. has demonstrated its capability and willingness to enforce ethical practices among the institutions and educational programs accredited by it.

12. If an agency has developed a preaccreditation status, it shall have adequate procedures and requirements for the award of such status, comparable to those employed for the award of accredited status.[9]

The Commissioner of Education has also ruled that all agencies and associations recognized by his office "shall be re-evaluated at least every four years, or when a review is deemed necessary in view of a change or practice, procedures or operating methods of the agency.[10]

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[9]List of Nationally Recognized Accrediting Agencies and Associations, pp. 3-4.

[10]Ibid.

This edict includes all the agencies and associations which were initially recognized by the National Commission on Accrediting and to which the Commissioner extended recognition without evaluation.

From the data presented in the foregoing paragraphs, it is evident that the federal government has at least the potential to exert considerable influence upon the so-called voluntary accrediting process in this country. These agencies consider themselves autonomous, but if they refuse to cooperate with the Commissioner of Education or fail to meet the criteria he has established for recognition they are subject to suffer withdrawal of this recognition. Were this to happen to an agency or association, all institutions or programs accredited by that body would no longer be eligible for federal funds from the various acts requiring this recognition. Such an event could be disastrous for the public community colleges and technical institutes that have a major commitment to occupational education which is heavily funded from federal allocations.

Department of Labor

The Department of Labor has two divisions within the Manpower Administration which have major responsibilities affecting occupational education or training. These are the Manpower Office, which has authority and responsibilities under the Manpower Development Training Act of 1962 (among others), and the Bureau of Apprenticeship and Training, which has responsibilities in the apprenticeable trades.

To determine the extent to which these offices were involved in evaluation in occupational education, visits were made to both offices. Information received in the Manpower Office indicated that Dr. Tash of that office had developed "Guidelines for the Evaluation of Manpower Training Programs" but that these guidelines had not as yet been published. Efforts to secure an appointment with Dr. Tash at that time were unproductive, and a subsequant request for a copy of the guidelines was not answered.

An official of the Bureau of Apprenticeship and Training indicated that no criteria had been developed by that office for the evaluation of apprenticeship programs. He did indicate that a study had been contracted to the School of Industrial and Labor Relations at Michigan State University to Professor Einar Hardin.[11] A request to Professor Hardin for information yielded an unpublished paper entitled "Benefit Cost Analyses of Occupational Training Programs: A Comparison of Recent Studies." As the title indicates, the paper does not represent an original study but a comparison of various studies. The concept investigated is that of cost-benefit as considered from the

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[11]Telephone interview and subsequent letter dated October 1, 1969, from Harold W. Jennrich, National Representative, Bureau of Apprenticeship and Training, U. S. Department of Labor.

point of view of society as a whole, the individual trainee, and the government as an organization.

In isolation, cost-benefit is an insufficient means of evaluating the quality of occupational education, but in the face of limited resources and in conjunction with other criteria, it is certainly a viable concept to utilize in determining the relative emphasis to be placed upon various alternatives.

Office of Economic Opportunity

The Office of Economic Opportunity, established to implement the Economic Opportunity Act of 1965, has as one of its responsibilities the operation of job corps centers.[12] These centers were established to provide education and skill training to the educationally and economically deprived. As such, occupational education and training constitutes a substantial portion of a center's program.

An interview with a job corps official was conducted to determine the criteria used to evaluate the effectiveness of occupational training within the job corps centers.[13] This official indicated that a budget cut of $100 million in the 1968 fiscal year forced the closing of 50 centers. At that time no criteria had been established for ascertaining the effectiveness of these centers. Without prior evaluation or experience it was decided that the following criteria would be used in determining which centers would be closed: (1) length of stay per trainee; (2) cost per bed space; (3) reading and math gains as measured by the Stanford Achievement Test administered upon entry, at 120 days, and upon exit; and (4) the percentage of trainees initially placed upon completion of training.

Since that time the Job Corps has contracted a comprehensive study of 24 job corps centers to Software Systems, Incorporated, of Washington, D. C.[14] This study does a comparison of six job corps centers for men and 18 job corps centers for women using mathematical models developed for the study. Models were developed for both cost-benefit and cost-effectiveness. Cost-benefits and effect parameters included race, city size, race by city size, sponsor, placing agents, center type, age, and region. The mathematical models developed provide several different methods of judging the effectiveness of job corps centers. Although the

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[12]At the time the study was conducted, the Job Corps was in the process of transfer to the Department of Labor.

[13]Personal interview conducted with Miss Mary Ann Hammerel, Office of Plans and Programs, Job Corps, Office of Economic Opportunity.

[14]A Job Corps Study of Relative Cost Benefits, Vols. I and II (Washington, D. C.: Office of Plans and Programs, Job Corps, Office of Economic Opportunity, April, 1969).

models developed may not possess sufficient fidelity for use in educational institutions, the concept is certainly a valid one for developing models which are adaptable to effective assessment of occupational education.

Veterans' Administration

One of the functions of the Veterans' Administration is the approval of courses, programs, or institutions for the training or education of veterans under the various "G.I. Bills." To determine the evaluative criteria used in the approval of courses, programs, or institutions, a visit was made to the central office of the Veterans' Administration. (A letter of inquiry had failed to elicit a response.) Through an interview with an official of the Administration it was determined that the Veterans' Administration, in administering the current veterans' act, actually depends upon a state approval agency in each of the states to approve or disapprove such courses, programs, or institutions.[15] The statute provides that, "No department, agency, or officer of the United States, in carrying out this chapter, shall exercise any supervision or control, whatsoever, over any State approval agency, or State education agency, or any education institution."[16]

The act provides state approving agencies with guides for "accredited courses."

> A State approving agency may approve the courses offered by an educational institution when--
>
> (1) such courses have been accredited and approved by a nationally recognized accrediting agency or association;
>
> (2) such courses are conducted under section 11-28 of title 20; or
>
> (3) such courses are accepted by the State department of education for credit for a teacher's certificate or teacher's degree.[17]

Under (1) above the Act provides that the "nationally recognized" accrediting agencies are those recognized by the Commissioner of Education. In (2) above section 11-28 of title 20 refers to United States Code. Title 20 of the Code covers education, and sections 11 through 28 cover vocational education which is funded under the Smith-Hughes Act of 1917 and subsequent legislation of this type. Therefore, all courses offered

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[15]The current legislation under which veterans receive education benefits is the Veterans' Readjustment Benefits Act of 1966, Public Law 89-358. Official interviewed is Charles Magee, Veterans' Benefits Officer, Veterans' Administration.

[16]Ibid., Chapter 36, Administration of Educational Benefits, section 1782.

[17]Ibid., section 1775.

by public institutions, either secondary or postsecondary, in conformity with the "state plan for vocational education" required under Smith-Hughes and subsequent vocational education legislation are, for the purposes of veterans' benefits, considered "accredited." Subheading (3) above is self-explanatory.

The procedure and criteria for approval of "nonaccredited courses" is more involved:

> (a) No course of education which has not been approved by a State approving agency pursuant to section 1775 of this title, which is offered by a public or private, profit or nonprofit, educational institution shall be approved for the purposes of this chapter unless the educational institution offering such course submits to the appropriate State approving agency a written application for approval of such course in accordance with the provisions of this chapter.
>
> (b) Such application shall be accompained by not less than two copies of the current catalog or bulletin which is certified as true and correct in content and policy by an authorized owner or official and includes the following:
>
> (1) Identifying data, such as volume number and date of publication;
>
> (2) Names of the institution and its governing body officials and faculty;
>
> (3) A calendar of the institution showing legal holidays, beginning and ending date of each quarter, term, or semester, and other important dates;
>
> (4) Institution policy and regulations on enrollment with respect to enrollment dates and specific entrance requirements for each course;
>
> (5) Institution policy and regulations relative to leave, absences, class cuts, makeup work, tardiness and interruptions for unsatisfactory attendance;
>
> (6) Institution policy and regulations relative to standards of progress required of the student by the institution (this policy will define the grading system of the institution, the minimum grades considered satisfactory, conditions for interruption for unsatisfactory grades or progress and a description of the probationary period, if any, allowed by the institution, and conditions of reentrance for those students dismissed for unsatisfactory progress. A statement will be made regarding progress records kept by the institution and furnished the student);

(7) Institution policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;

(8) Detailed schedules of fees, charges of tuition, books, supplies, tools, student activities, laboratory fees, services charges, rentals, deposits, and all other charges;

(9) Policy and regulations of the institution relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter the course or withdraws or is discontinued therefrom;

(10) A description of the available space, facilities, and equipment;

(11) A course outline for each course for which approval is requested, showing subjects or units in the course, type of work or skill to be learned, and approximate time and clock hours to be spent on each subject or unit; and

(12) Policy and regulations of the institution relative to granting credit for previous educational training.

(c) The appropriate State approving agency may approve the application of such institution when the institution and its non-accredited courses are found upon investigation to have met the following criteria;

(1) The course, curriculum, and instruction are consistent in quality, content, and length with similar courses in public schools and other private schools in the State, with recognized accepted standards.

(2) There is in the institution adequate space, equipment, instructional material, and instructor personnel to provide training of good quality.

(3) Educational and experience qualifications of directors, administrators, and instructors are adequate.[18]

From the data presented above, it is apparent that the function of the Veterans' Administration is in fact administrative and not evaluative. Further, approval of "accredited courses' is for the most part a formality. Criteria for "nonaccredited courses" are very general, performed by state agencies, and pertain more to the administrative aspects of an institution than to the educational aspects.

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[18] Ibid., section 1776.

Federal Aviation Agency

The Federal Aviation Agency (FAA) is charged with the responsibility of maintaining minimum standards for safety and operation within the civilian aviation industry. This responsibility is met through the use of two procedures, individual licensing of air crew and certain ground crew members and "certification" of schools which train airframe and power plant mechanics, pilots, and certain air crew and ground crew members.

Since air crew training and occupations are usually not considered occupational as used in the context of this study, further consideration is given only to ground crew licensing and certification. From data provided by the FAA, it was determined that individual licensing is required of ground personnel classified as (1) air traffic control tower operators, (2) aircraft dispatchers, (3) mechanics, (4) repairmen, and (5) parachute riggers. Licensing requirements vary among the various job classifications above, but the procedures and techniques used in the evaluative process include a written test, an oral test, and a performance test. Instruction in each of the classifications must be given by FAA licensed instructors when conducted in a civilian context.[19] With the exception of the airframe and engine mechanic, it appears that most instruction is given in an on-the-job training situation. For each of the job classifications, eligibility to take the licensing examination can be obtained through a specified amount of work experience in lieu of completion of a curriculum in a certified school.[20]

Schools or curricula for aircraft mechanics are much more prevalent than for other ground crew members. Currently there are 112 certified airframe and/or power plant "schools" in the United States. Such programs are conducted in high schools, technical institutes, community colleges, senior colleges and universities, and private schools.[21] Due to this major emphasis on mechanic training, the criteria used by the FAA to evaluate these schools for certification have been selected for analysis in this study.

The evaluative criteria utilized by the FAA are totally quantitative and could be considered in part "minimum standards" or conditions which are either present or missing, adequate or inadequate. When requesting a certificate the applicant must provide the FAA: (1) a description of the proposed curriculum; (2) a list of the facilities and materials to be used; (3) a list of instructors, including the kind of

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[19] Federal Aviation Regulations: Part 65, Certification: Airmen Other Than Flight Crew Members (Washington, D. C.: Federal Aviation, current).

[20] Ibid.

[21] Federal Aviation Administration Certificated Mechanic School Directory (Washington, D. C.: Federal Aviation Agency, January 15, 1969).

certificate and ratings held, and the subjects to be taught by each; and (4) a statement of the maximum number of students expected to be taught at any one time.[22]

Certificates are issued for airframe, power plant, or airframe and power plant, and standards are adjusted accordingly. In each case, standards are grouped under the following headings: (1) space requirements; (2) instructional equipment requirements; (3) materials, tools, and shop equipment requirements; (4) general curriculum requirements; (5) instructor requirements; and (6) operating rules and procedures.[23]

Space requirements. Space provisions must be adequate for the number of students taught and must include classroom; drafting room; stock room; doping and paint spraying facility; and space for wash tank and degreasing, ignition, carburetors, hydraulics, engines, and airframe.

Instructional equipment. Instructional equipment must include various fuselages, wings, landing gears, aircraft engines, propellers, and at least one complete aircraft of a type currently certified by the FAA for private or commercial operation.

Materials, tools, and shop equipment. Materials, tools and shop equipment must be "adequate to assure that each student will be properly instructed."

Curriculum requirements. Curriculum requirements are specified in clock-hour minimums: airframe, 960 hours; power plant, 960 hours; or combined airframe and power plant, 1650 hours. Also included is a curriculum breakdown of the topics which must be covered, but no specific time requirements are given. There is a requirement that at least 60 percent of the total curriculum time be spent in shop and laboratory instruction.

Instructor requirements. Instructors holding appropriate mechanic certificates and ratings must be provided in the number the FAA determines necessary to provide adequate instruction and supervision for the students. Specialized instructors who are not certified may be provided to teach mathematics, physics, mechanical drawing, and similar subjects.

Operating rules and procedures. Rules are provided for: the maximum number of hours per day and week a student can be required to attend, testing, transfer of credits, curriculum changes, maximum enrollment, student records, transcripts and graduation certificates, maintenance of facilities, inspection by the FAA, and advertising.

From the data presented in the foregoing paragraphs, the

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[22]Federal Aviation Regulations: Part 147, Mechanics Schools (Washington, D. C.: Federal Aviation Agency, current).

[23]Ibid., sections 147.1 through 147.45.

quantitative nature of the FAA certification standards becomes evident. Important to note, however, is that, in addition to these quantitative standards for the process of the educational program, there is a licensing requirement for the individual based upon written, oral, and practical examinations which are direct measures of the product and are qualitative in nature.

CHAPTER V

STATE PROGRAMS OF ACCREDITATION, EVALUATION, AND APPROVAL

To determine the extent to which the respective states engage in institutional accreditation or evaluation, institutional approval, curriculum approval, or licensing in the field of occupational education, a questionnaire was developed and mailed to each state. Questionnaires were mailed to each of the fifty state directors of vocational education and to the chief state administrative officer for systems of two-year colleges in each state having such a system.

The questionnaire consisted of four parts. Part I requested an indication of whether the state department was engaged in a program of institutional or program accreditation or approval at either the high school or post high school level. Also requested were the name and title of persons responsible for such programs, the type of institutions involved, and copies of any manuals, instruments, or other materials which would provide information concerning procedures and techniques used. Part II requested data on the extent to which a state required licensing of individuals entering various occupations, licensing or approval of institutions training those individuals, or approval of the curriculum prior to implementation. Part III requested data on the extent to which institutions offering occupational programs sought regional accreditation, under what conditions and on the number of institutions in various stages of accreditation or not accredited. Information was also sought concerning the extent to which institutions participated in the activities of the specialized accrediting agencies discussed in a preceding chapter. Part IV of the questionnaire requested that the state official receiving the quesionnaire make any comments which would express his feelings about the present state of accreditation or evaluation of occupational education. Specifically, each recipient was asked if, in his opinion, an adequate job was currently being done by: (1) the regional associations; (2) specialized or professional accrediting agencies; or (3) state departments of education. He was also asked to express his opinion on the administrative structure under which regional accreditation of occupation education was effected in his state, whether specialists in occupational education were adequately represented on regional association staff or visitation teams, and whether evaluative criteria used in accreditation of occupational education were adequate and pertinent. Finally, he was asked if he proposed any changes in accreditation of occupational education.

In the following sections, the replies to the four parts of the questionnaire are analyzed.

State Accreditation, Evaluation or Approval

Each state director of vocational education and each director of a system of community or junior colleges was asked if his department operated an active program of institutional approval, evaluation, or accreditation for either: (1) post high school institutions offering occupational education; or (2) specific occupational curricula offered in postsecondary institutions. Also requested were descriptions of the types of institutions concerned and copies of any manuals or instruments which would elaborate upon the procedures and criteria used and identify the process as formal accreditation or merely institutional or program approval.

Responses were received from 41 state directors of vocational education and 39 state officials in some way responsible for the operation of a state system of two-year colleges. Only one state, North Dakota, failed to respond to either questionnaire. Several of the states not responding to the questionnaire intended to solicit data concerning two-year colleges apparently do not operate such institutions as a state system.

By analyzing the returned questionnaires, a fairly accurate picture of the efforts of the various states in the areas of accreditation, approval, and evaluation of postsecondary occupational education was obtained. Because of the format used to solicit the data, four categories were used to differentiate among the various state approaches to accreditation, evaluation and approval: (1) institutional accreditation; (2) institutional evaluation; (3) program approval; and (4) curriculum approval or evaluation. The difference between "institutional accreditation" and "institutional evaluation" is moot; basically the difference is in terminology. Some states actually profess going through a formal institutional evaluation and, as a result of this evaluation, either issuing or withholding the formal stamp of "accreditation." Other states apparently follow much the same procedure but only use the information gathered to determine strengths and weaknesses in an institution's operation and to make recommendations for improvement. This is often done as a prelude to evaluation for accreditation by a regional association. In the third and fourth categories, "program approval" and "curriculum approval", the distinction is more appropriate. Some of the more comprehensive institutions offering occupational education may also offer academic education (college transfer), basic adult education (literacy training), general adult education (self-enrichment), and extension education (to upgrade the currently employed). Often these various categories of offerings are grouped into "programs", i.e., academic program, technical program, vocational program (or technical and vocational combined to yield an occupational program), and an adult education program. In some states the state director of vocational education may be responsible for approving a program of occupational education operating in a comprehensive institution. In other states he may be required to approve each occupational curriculum separately; hence, the distinction between program and curriculum approval.

In the succeeding sections each state which indicated the utilization of a program of accreditation, approval, or evaluation is examined to determine: (1) the type(s) of institution included; (2) the approach or technique utilized; and (3) where provided, the specific criteria used.

Alabama

Alabama operates a state system of junior colleges, which offer occupational education, and a system of postsecondary state vocational schools. Both systems are operated within the State Department of Education.[1] Both occupational program and specific curriculum approval are required of appropriate state officials, but no evaluative or approval criteria were provided.

Alaska

Alaska operates a system of community colleges and a number of postsecondary vocational schools. The community colleges are operated by the Board of Regents of the University of Alaska, which must approve the offering of an occupational program within these institutions, but each occupational curriculum which receives either state or federal vocational funds must also be approved by the state director of vocational education prior to funding regardless of whether it is operated in a community college or a vocational school.

No evaluative criteria were provided; according to information supplied by the state director of vocational education, such approval is in keeping with the State Plan for Vocational Education which is presently being revised. An administrative manual for secondary schools was provided, but it contained no provision concerning occupational education.[2]

Arizona

Programs of occupational education are offered in Arizona's comprehensive high schools and in its community junior colleges. All programs of occupational education and all new occupational curricula added in any public institution must first be approved by the state director of vocational education.

Only one manual was provided which pertained to planning and implementing programs of technical education. The manual contained five major headings: (1) program of instruction; (2) requirements for

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[1]Programs and Courses Offered by Alabama State Junior Colleges (Montgomery, Alabama: Alabama State Department of Education, 1969).

[2]Administrative Manual for Secondary Schools (Juneau, Alaska: Alaska Department of Education, 1969).

program approval; (3) student services; (4) qualifications of personnel; and (5) operations.[3]

Program of Instruction. Under program of instruction are set forth the objectives of technical education, the persons to be served, soundness and quality of instruction, and reimbursable instruction. Objectives are to serve both postsecondary and adult students either preemployment or upgrading technical education. In terms of soundness and quality, requirements are that instruction be planned in logical sequence and relevant to the students' technical objectives; consultation and advice must be sought from potential employers; instruction must be up-to-date, contain adequate skills training, and be of sufficient length to develop the needed competencies.

Program Approval. Prerequisites for program approval are provision of adequate equipment, facilities, and materials; an active advisory committee; proper organization of the program; and instruction which is occupationally oriented.

Student Services. Student services must include an appropriate selection program based upon a student's work experience and previous training, tests results, some mechanical aptitude and dexterity, and "an overall above average record in four years of high school work." Other requirements for student services are "adequate" counseling, placement, and follow-up.

Qualification of Personnel. Teachers are certified as either regular technical, provisional technical, or special technical. Regular technical certification is valid for five years; requirements are either a bachelor's degree with a major in areas to be taught or with a major in industrial education or engineering with 20 semester hours in area to be taught, or an associate degree with 20 semester hours in area to be taught. There are several alternatives which will fulfill occupational experience--basically three years of recent technical-level experience in area to be taught, or license to practice the technical occupation within the state. The other two certificates are valid for only one year and are issued to those who are deficient in certain of the above stated requirements.

Operations. Under the operations heading are "characteristics of a technical education program," which is actually a recapitulation of previously stated requirements, and "planning a technical education program," which enumerates the various steps and administrative procedures utilized in determining the need for a program, the curriculum, facilities, equipment, and staffing.

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[3]Technical Education: Organization and Administration (Phoenix, Arizona: Arizona State Department of Vocational Education, 1966).

Arkansas

The Assistant Director for Community Junior Colleges indicated that there are only two public community junior colleges in Arkansas and that there is no state program of accreditation or approval for these institutions. The state director of vocational education did not reply to the questionnaire.

California

Postsecondary occupational education in California is primarily confined to its 89 community colleges. A new state-level department was recently created for these institutions. The new chancellor of the system indicated his office was responsible for approving new curricula in these institutions but that such approval was merely a formaltiy. In his words, "If a curriculum in a community college is approved by the local board of trustees, my office also gives approval for courses offered in the college."

The state director of vocational education indicated that all occupational courses offered in the community colleges must also be approved by his office on a pre-operation basis. He also indicated that evaluation reports (year-end) are required for all federally funded programs in occupational education, but no formal program of accreditation or evaluation is operated in California.

Colorado

Colorado operates three types of postsecondary institutions: area vocational-technical schools, community colleges, and junior colleges. The first two categories are operated by the State Board for Community Colleges and Occupational Education. The junior colleges are operated locally, but the State Board also has direct authority over these institutions.

All occupational programs and curricula offered in the above institutions must have the approval of the State Board for Community Colleges and Occupational Education, but no formal program of accreditation or evaluation is practiced.

The Division of Occupational Education of the State Board for Community Colleges and Occupational Education has developed a guide for self-evaluation of vocational programs in community or junior colleges and vocational-technical schools.[4] This self-evaluation could (though contraindicated above) be used as preparation for an evaluation by personnel of the Division of Occupational Education. The evaluation

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[4] Vocational Administration Evaluation (Denver, Colorado: State Board of Community Colleges and Occupational Education, 1968).

guide consists of ten major divisions: (1) philosophy; (2) objectives; (3) comments; (4) administration and school staff; (5) organization and maintenance of the educational programs; (6) school placement and follow-up studies; (7) supervision of instruction; (8) public relation activities, community, industrial, and labor relations; (9) organization and management; and (10) operation and maintenance of the school plant. Parts one and two actually state what the philosophy and objectives of a program of occupational education shall be. Parts four through ten consist of checklists which in turn consist of "provisions, conditions, or characteristics found in good vocational-technical schools." Each item on the check list requires rating on a three-point scale. Following each itemized check list is an overall evaluation check stated in very general terms. Both checklist and evaluation require extensive subjective judgments.

Connecticut

At the post-high school level, Connecticut operates a system of "regional community colleges," which are under the Board of Trustees of Regional Community Colleges, and a system of five "technical colleges" under the State Department of Vocational Education.

The Executive Officer of the Board of Regional Community Colleges expressed regret that he was unable to provide the information requested because, "The regional community college system in Connecticut is new and procedures have not been developed as yet." The state director of vocational education indicated that all accreditation and evaluation activities were effected by the New England Association of Colleges and Secondary Schools and the Engineers' Council for Professional Development.

Delaware

Information received from the office of the director of vocational education indicated that only secondary programs in vocational education are controlled through that office.

The director of the technical and community college system indicated that two institutions were operating in the system. Each curriculum in each institution, as well as each new institution, must be approved by the state office. No evaluative instruments have been developed for this purpose.

District of Columbia

The director of vocational education for the District of Columbia indicated that the only approval practiced by his office was the approval of institutions for veterans' training under Public Law 89-358.

Florida

The Florida Department of Education operates a program which requires curriculum approval, institutional approval, and full

institutional accreditation by the department. Operating within the state are 27 junior colleges which operate 12 area vocational-technical centers and 17 more area vocational-technical centers which are not affiliated with any junior college.

A detailed set of minimum standards has been developed which applies to adult education (defined as all programs for post-high school age enrollees). The standards apply to (1) area vocational-technical centers, (2) vocational-technical schools, (3) adult high schools, and (4) vocational-technical and adult high schools.[5] The standards utilized in the manual appear to be, for the most part, an elaboration of regulations of the state board of education.

The standards utilized are based on the concept of three levels of quality, performance, and achievement. These levels are defined as follows:

Level 1: These standards identify indispensable essentials in the school program. Level 1 standards include those applicable items considered to be minimum requirements and legal requirements set forth in Florida Statutes and state board of education regulations. They may relate to both what a school has and the measurable practices employed in implementing the program. The standards naturally tend to be objective and quantitative in nature and include items which are easily appraised. Full compliance with level 1 standards alone will not assure either a minimum or a quality program.

Level 2: A relatively high percentage of compliance with level 2 standards is necessary to provide a quality educational program. It is not essential that a school comply with each individual item listed as a level 2 standard. Each level 2 standard is not considered to be an absolute minimum requirement, but a series of level 2 standards may represent an absolute minimum. These requirements, which represent desirable items, are intended to broaden the scope and improve the effectiveness of the school's program.

Level 3: Level 3 standards are designed to identify the most desirable materials, equipment and facilities, the best educational practices, and the most effective personnel deployment. These standards provide guidelines for long-range planning, future improvement, and a quality educational program of depth and breadth. A school would be expected to comply with a reasonable percentage of level 3 standards for its program to be identified as providing quality.[6]

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[5] Adult-Standards (Tallahassee, Florida: State Department of Education, 1968).

[6] Ibid., p. 2.

The accreditation process requires compliance with a stipulated percentage of the three levels enumerated above. Basic minimum requirements include "nearly 100%" compliance with level 1 standards, with an increasingly smaller percentage of compliance with level 2 and level 3 standards.

The manual is divided into three major sections: (1) overall standards for vocational-technical schools and adult high schools, (2) adult high school standards, and (3) vocational-technical school standards.

Overall Standards. Overall standards for vocational-technical and adult high schools are provided as follows: (1) general guides covering administration and personnel, instructional program, instructional resources, and school services; (2) administration, covering responsibilities, administrative requirements, personnel, instructional program, safety, and textbooks; (3) personnel, including legal requirements, certification by assignment, and staff requirements; (4) instructional program of studies, evaluation, instructional resources, and special occupational programs for persons with special needs; (5) school services, including student personnel, library, and evaluation of services provided; and (6) school plant facilities including goals, site, buildings, custodial and maintenance services, and facilities for special areas.

Vocational-Technical School Standards. Separate standards for vocational-technical schools have, in addition to the overall standards enumerated above, more specific standards for administration, personnel, instructional program in general, and specific additional standards for agricultural education, business education, distributive education, health occupations, home economics--both gainful and useful, industrial education, and technical education.

Standards for both categories above are minutely detailed and often trivial to the point of including unnecessary definitions, e.g., "class--a class is a group of students, under one or more teachers, assembled for instruction in the same course" and requirements for individual pieces of equipment, e.g., a three-speed record player. One strong feature is an emphasis upon evaluation in most areas for which standards have been developed.

At the junior college level a checklist has been developed to provide help for visiting teams evaluating an institution for the purpose of state accreditation.[7] The checklist is divided in seven major areas: (1) general (institutional) objectives; (2) curriculum

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[7] A Check List to Help Guide a Visiting Team in The Evaluation of a Junior College Which Has Applied for Accreditation (Tallahassee, Florida: State Department of Education, n.d.). Standards cited below are found on pp. 1-13.

(general standard); (3) instruction; (4) student personnel; (5) administration; and (6) institutional relationships.

General Objectives. The standard for objectives provides that:

> A community junior college should state clearly, concisely, and directly the objectives toward which it works and the functions which it intends to carry out. These objectives should be based upon information about the community and the students served by the college. The faculty should participate in the formulation of these objectives; they should understand and generally accept them. There should be continuous evaluation of the objectives, and those which are not implemented into the action program of the college should be changed.

Curriculum. According to the standard, curriculum of the community junior college should relate directly to the stated objectives with provision for constant evaluation in terms of the characteristics and needs of the community and the students and the educational outcomes of the various courses and programs. Curriculum revisions based upon this evaluation should be systematic. Additionally, each junior college should provide: (1) a program of general education which meets the general education needs of its students; (2) programs specifically designed for transfer to the junior year at senior institutions which are comparable in quality to those offered in the freshman and sophomore years of the universities; (3) technical and specialized programs for entry into employment which are of "high quality" and consistent with the institution's objectives; and (4) community service programs which meet such vocational, personal, and cultural needs as are determined by continuous careful analysis of the community.

Instruction. In emphasizing the importance of the instructional program, the standards on instruction state that in the final analysis a junior college must be judged by the effectiveness of its teaching. Overall effectiveness of the instructional program is dependent upon several factors, among which are faculty, facilities, library, instructional materials, and teaching effectiveness.

> Faculty: Each member of the faculty should be adequately prepared for his teaching assignment. Beyond this, he should demonstrate interest in teaching and give evidence of continuous professional growth.

> Facilities: Every community junior college needs to have adequate space and equipment in keeping with the stated objectives of the college. Adequate heating, ventilation, and lighting should be provided, as well as adequate teaching and laboratory equipment and faculty office space.

> Library: Since the library is the heart of the instructional program, it is essential that the following be provided: adequate space, sufficient materials, sound organization, and trained staff

sufficient in number to serve the student body. Procedures should be developed which will guarantee that the faculty will participate in the selection of books and other materials and in the determination of library policies. The extent and types of uses of the library provide a measure of its effectiveness.

Instructional Materials: Instructional materials, in addition to those provided through the library, should be adequate, up-to-date, and carefully selected.

Teaching Effectiveness: Inasmuch as the major purpose of a community junior college is to teach, procedures should be in operation which will determine and improve the effectiveness of the instruction.

Student Personnel: An adequate program of student personnel should include services, activities, facilities, and staff.

Services: Services should include adequate provisions for individual testing, counseling, follow-up, placement, health, financial aid, and other specialized services. Each student should be provided with sufficient evidence concerning his own abilities, aptitudes, and needs to enable him to make intelligent decisions regarding his own goals.

Activities: Provisions should be made for an adequate program of student activities in keeping with the stated objectives of the college.

Facilities: "Adequate facilities, materials, and equipment should be provided for the student personnel services and activities."

Staff: Student personnel staff "should have the training, experience, and interest necessary to carry out their assigned responsibilities."

Administration. A community junior college's administration should have as its purpose service to the students and the community; policies and actions should reflect the stated objectives of the institution.

Policies: There should be clear policy statements regarding all activities of a community junior college. Such policies should be regularly evaluated and revised as needed. There should be clearly established and understood administrative channels for modifying policies.

1) Policies regarding the faculty must be formulated within limits prescribed by law. These policies should promote teaching effectiveness and high morale.

2) Policies relating to students such as admissions and graduation requirements should be published in the college catalog and be in accord with the stated objectives of the college.

Staff: The administrative staff should be well qualified in terms

of training and/or experience for the responsibilities to which they are assigned.

Institutional Research: Provision should be made for continuous and comprehensive institutional research which will provide information for improving the operation of the college.

Finance: Financial resources should be adequate to provide the high quality education program envisioned in these standards. Financial policies should be businesslike and educationally sound. Budgets should reflect the educational program of the community junior college.

Facilities: There should be provided such sufficient space for administrative purposes as will enable the personnel to carry out an effective and efficient operation.

Long-Range Planning: There should be specific evidence that long-range planning is being practiced in all phases of the college program.

Institutional Relationships. The standard states that the general climate of the community junior college reflects the relationships that exist between faculty and administration, faculty and student body, and the institution and its community. To assure positive relationships, the following standards are given:

Organizational Relationships: An administrative organization should be established which will provide clearly defined lines of authority and responsibility in order to assure effective operation of the college.

Intra-college Relationships: All activities of the college should be planned so as to create harmonious relationships between administration, faculty, and students. The pattern of these relationships should be consistent with the degree of responsibility attendant upon the various roles represented.

Inter-college Relationships: Channels of communication and a spirit of cooperation should be developed with other colleges and universities. Preservation of institutional integrity should be of foremost concern in all of these relationships.

Community Relationships: Provision should be made for continuous and effective liaison with the community.

To guide the visiting team, following each standard is a list of questions pertaining to the standard. Each question requires a yes-no answer, but for the most part the decisions are subjective, e.g., "Is there evidence that the total faculty is concerned with achieving General Education Objectives?" or, for student personnel services, "Is an adequate testing program in operation?"

Georgia

Georgia has a system of 25 area technical vocational schools operated by its state department of education and 26 junior colleges operating under the jurisdiction of the Board of Regents of the University of Georgia. According to the information provided, no state-level program of accreditation or evaluation is in operation, nor have any standards or criteria for evaluation been developed. Evaluative standards have been developed for public schools.[8]

Hawaii

Hawaii operates a system comprised of six community colleges and technical institutes, all of which are under the jurisdiction of the University of Hawaii. Program approval is required. No evaluative criteria have been developed, nor is a program of institutional evaluation in operation.

Idaho

Idaho operates five area vocational-technical schools. Jurisdiction over these institutions varies; three of the five institutions are "associated" with the three existing public junior colleges in the state, and the remaining two are associated with four-year colleges. The Idaho State Board for Vocational Education states that "Area Vocational-Technical Schools can either be associated with a college or university or be independent State-operated schools."[9] Operation of these institutions is under the direct administration of the local school authorities, but in order to be eligible for funding through the State Board for Vocational Education, programs must be operated in conformity with that Board's policies.[10] Such policies have been set forth for personnel, enrollment practices, instructional programs, and financing.

The State Board for Vocational Education has set nine standards as prerequisites to the establishment of a reimbursable program of occupational education:

1. There is reasonable documented assurance that employment opportunities will exist for the graduates in the community, the State or elsewhere, in the occupation or occupations for which training is given.

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[8] 1969 Standards for Public Schools of Georgia (Atlanta, Georgia: State Board of Education, 1969).

[9] Area Vocational Schools in Idaho (Boise, Idaho: Idaho State Board for Vocational Education, n.d.), p. 1.

[10] Ibid., p. 6.

2. There is reasonable assurance of initial and continuing enrollment for the proposed Vocational Education program and that enrollment practices will give consideration to the intention of the student to enter employment in the occupation or occupations for which training is given, and to the ability of the student to profit from the instruction as determined by adequate testing and guidance.

3. The school has sought out and is using the advice and counsel of persons who are representatives of the industry or occupation for which training is given.

4. The proposed instructional program is based upon an analysis of the occupation for which the training is given.

5. Time allowance for the proposed Vocational Education program is sufficient to attain the objectives for the program as determined by the occupational analysis. (Program scheduling at Area Vocational Education Schools will be consistent with Policies for Area Vocational Education Schools.)

6. Adequate initial facilities and equipment will be available for the total proposed program or plans give evidence that the equipment and facilities will be supplemented according to a reasonable schedule.

7. There is reasonable assurance that the administrative, supervisory and instructional staff is adequate in both quantity and quality and that the policies of the school are conducive to the development and maintenance of the proposed program.

8. The cost of the proposed Vocational Education program is realistic in light of the training to be offered and the number of students to be reached.

9. There is assurance from the school that such records and reports of program operation as are required by the State Board will be submitted to the State Board within designated time limits.[11]

In addition to the standards above, each program of occupational education is evaluated at periodic intervals by "head state supervisors and occupational committees." The evaluation form does not prescribe standards, and the evaluative criteria are either quantitative--require a yes-no response--or require a fair-good-excellent rating. Included in the evaluation are the following areas: (1) enrollment and placement of students--including current enrollment, methods of selecting

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[11] Ibid., p. 5.

students, entrance requirements, placement, and follow-up; (2) curriculum--including availability of course outlines, use of lesson plans, and textbooks used; (3) facilities--adequate or inadequate, availability of teaching aids; (4) instructional equipment--including list of obsolete or worn-out equipment which should be replaced and new equipment needed; (5) shop or laboratory organization and control--including arrangement, housekeeping, care of equipment rated good, fair, or excellent; (6) advisory committee--including number of meetings held, availability of minutes, and attendance of instructor; and (7) instructor--including last date of receiving teacher training, latest period of industrial employment, last date of special training session related to occupation, and whether required each year to attend state or local teacher training, special occupational training, or accept summer employment.[12]

Illinois

Illinois operates a system of 35 junior colleges which offer occupational education.[13] These institutions are under the Illinois Junior College Board, but all programs of education within these institutions must be approved by the Board of Higher Education as well as by the Junior College Board. Further, all occupational curricula must be approved by the Board of Vocational Education and Rehabilitation prior to consideration by the Board of Higher Education.[14]

The Illinois Board of Vocational Education and Rehabilitation failed to respond to the questionnaire, so data are limited to information supplied by the Junior College Board. With respect to the role of the Board of Vocational Education and Rehabilitation in approving new curricula and evaluating operating programs, only the following was provided:

> 1. The Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, shall make its professional staff available for organization and development of occupational education in public junior colleges. Subsequent to approval of a curriculum by the Illinois Junior College Board, and Board of Higher Education if applicable, the Board of Vocational Education and Rehabilitation shall consider that curriculum for approval of financial support.

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[12] High School and Area School Vocational Program Evaluation (Boise, Idaho, State Board for Vocational Education, n.d.).

[13] Directory of Illinois Public Junior College (Springfield, Illinois: Illinois Junior College Board) July, 1969.

[14] Policies for Approval of New Curricula in the Public Junior Colleges, Memorandum for L. Everette Belote, Illinois Junior College Board, Director of Occupational Education, November 17, 1967.

2. The Board of Vocational Education and Rehabiliation through its staff shall administer, supervise and evaluate approved vocational and technical education programs, services, and activities under terms of the Illinois State Plan to the extent necessary to assure quality in all occupational education which is realistic in terms of actual or anticipated employment opportunities and suited to the needs, interest, and abilities of those being trained.

3. Occupational curricula will be evaluated periodically by the Board of Vocational Education and Rehabilitation. Reports of achievements in occupational programs shall be filed as requested by the Board of Vocational Education and Rehabiiitation.[15]

Indiana

Indiana has no community junior colleges, nor does it have a system of postsecondary technical institutes or area vocational schools. Some occupational education occurs in "state vocational training schools and those high schools commissioned by the state." No manuals, standards, or evaluative criteria are available.

Iowa

Iowa operates a system of 15 area Vocational Schools and Community Colleges, 11 of which are community colleges offering occupational education. Program and institutional approvals by the Iowa State Department of Public Instruction are required. Institutional evaluation is practiced using examination teams comprised of staff members from the Iowa State Department of Education and the Iowa Board of Regents. No manuals, standards or evaluative criteria were provided; however, a guide for institutional self-study, which is a prerequisite to evaluation, has been published.[16]

Kansas

Through its State Department of Public Instruction, Kansas operates 19 two-year junior colleges, the majority of which offer occupational education. Apparently, some high schools are also designated "area vocational-technical schools" and as such may provide some postsecondary occupational education. The role of the Kansas Division of Vocational Education concerning vocational education in these institutions was expressed by the state director of vocational education as follows:

The Division of Vocational Education, State Department of

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[15] Ibid., p. 4.

[16] Comprehensive Self-Study of Area Vocational Schools and Community Colleges (Des Moines, Iowa: State Department of Education, n.d.).

> Education, evaluates occupational education programs before giving approval for them to be called "vocational." This agency is the sole agency with authority to designate a program "vocational" in high schools, area vocational-technical schools, junior colleges, or four-year colleges or universities, and funds received under the vocational education levy can not be spent for support of occupational programs unless they are designated "vocational."

No mention was made of course or program evaluation.

Also within the Kansas State Department of Public Instruction is an accrediting unit which evaluates for state accreditation purposes all public and private two-and four-year colleges. A specific guide for junior colleges and technical institutes has been published which establishes the standards and evaluative criteria used in the accrediting process:

> The Policy of the State Department of Public Instruction is to adopt criteria for accrediting junior colleges which will tend to encourage improvement of existing programs and to characterize a minimum program which must be met and maintained. Only those institutions which meet the standards and provide reasonable evidence of their ability to maintain such a program over a long period of time will be accredited. Particular attention shall be given to the effectiveness with which an institution achieves its stated objectives.[17]

The Guide establishes standards in six major areas: (1) philosophy and purpose of the institution; (2) organization and administration; (3) instruction; (4) student personnel services; (5) curriculum; and (6) college atmosphere.[18] Several of these standards have subsections dealing with specifics. For each standard or subsection of a standard, several evaluative criteria have been developed; each criterion is rated on a ten-point scale which actually collapses into six points: 0-No Evidence; 1-2 Poor; 3-4 Fair; 5-6 Good; 7-8 Very Good; 9-10 Superior. No data are provided as to what ratings in the various areas are acceptable or adequate for accreditation, nor are any data available concerning the reliability or validity of the scales used. The Guide is also used by the institution to prepare a self-study prerequisite to accreditation.

Philosophy and Purpose. Each institution is required to state its beliefs concerning the educational rights of the individual; the skills, knowledges, and attitudes required for effective living; and

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[17]Evaluation Guide for Junior Colleges of Kansas (Topeka, Kansas: Kansas State Department of Public Instruction, 1967), p. 2.

[18]Standards and evaluative criteria are found in Guide, pp. 1-30.

the role of the institution in "developing faith in the principles of freedom and democracy." More specifically, each institution must state its purposes in terms of transfer, general, occupational, and adult education.

Organization and Administration. Organization and administration is subdivided into board of control, administrative personnel, general administrative procedures of faculty, enrollment, finance, physical facilities, relationship to instruction, relationships to student personnel, relationship to community, permanent records, and college catalog. Standards are stated for each subheading, and evaluative criteria are enumerated. The essence of the standards is as follows:

Board of Control: Boards of control should represent the interests sponsoring the institution; policies should be those necessary for effective administration; and board agenda and minutes should be maintained.

Administrative Personnel: All college administrative officers must hold an administrator's certificate, possess some administrative experience, and possess qualifications necessary for the responsibilities assigned.

General Administrative Procedures: An administrative chart should indicate the responsibilities of the governing body, administrative officers, faculty, custodial staff, and students. Administrative procedures should be clearly established and allow flexibility. Administrative activities should be so organized that each area of operation will receive appropriate attention and commensurate support from the chief administrator and his staff.

Faculty: Faculty employment by the board of control should be upon the recommendation of the chief administrator. The board of control shall provide: (1) faculty salary based on academic qualifications, experience, and total service load which will attract and hold competent personnel; (2) planned programs or in-service education and leaves of absence for faculty members; and (3) retirement, sick leave, health insurance, and other welfare items. Faculty competence should be evidenced by interest in improvement of students, cooperation with associates, efforts of self-improvement, and service to institution. Generally, a master's degree should be required in the discipline taught; and evidence of an understanding of student growth and development, the function of the institution in society, and competence in techniques of instruction is expected.

Enrollment: No standard is given. Data required include regular and special enrollment by class, program, sex, in- and out-of-district, county and state.

Finance: Financial provisions should be adequate to guarantee continuity of program and provide for the careful operation of the institution, its future growth and development. In that effectiveness

of the institution is reflected to some extent by financial support and enrollment, inadequate finance or enrollment of less than 200 may be regarded as sufficient cause for re-evaluation of the institution.

Physical Facilities: Classrooms, laboratories, offices, and special service areas should provide healthful surroundings, space, light, equipment, supplies, and other general factors to enable the school to effectively carry out its stated purposes. The campus should effectively accomodate all present and anticipated programs.

Relationship to Instruction: It is an administrative responsibility to organize a school for effective instruction. The personnel in administration must function as leaders in the improvement of instruction.

Relationship to Student Personnel: It is the responsibility of the administration to select personnel and supervise the development and operation of an effective counseling program. The administration must be able to work with counselors in expediting needed changes.

Relationship to Community: The administrative officers of a junior college are responsible for the public relations program. Their personality, attitude, work and contacts in the college and in the community determine the moral tone of the institution. Every reasonable effort should be made to keep the public informed about the college program.

Other requirements under organization and administration are that adequate permanent records be kept and an adequately documented catalog be published. Standards enumerate types of records to be kept and information which must be contained in the catalog.

Student Personnel Services. The Guide places heavy emphasis upon student personnel services. Separate standards are enumerated for admissions; validation of previous high school or college credit; advanced standing; credit (semester hours for classes and labs); student load (15 normal); graduation requirements (60 semester hours and meeting minimum standards for associate degree); orientation; counseling; housing; scholarships; health; placement services for graduates and dropouts; and follow-up (continuous and periodic).

Curriculum. The total curriculum of the institution should be organized in accordance with the philosophy and objectives developed by the board of control and the faculty. Acknowledgement of the close relationships to elementary schools, secondary schools, senior colleges, and adult education is expected. In curriculum development, consideration should be given to integration, coordination, and articulation of the total educational experience, and each institution should build a program to meet the needs of its community. Standards for specific programs are as follows:

College or University Parallel: Curricular offerings should

include those courses which are usually offered the first two years of a four-year program in the professions or general education. These curricula are often referred to as college or university parallel. In these programs there should be adherence to qualitative standards so that the scholastic standing of the student will continue on a satisfactory level. Every effort should be made to articulate the preparatory programs with those of the college or university to which the student transfers in order to safeguard against the loss of credit or of time.

General Education: General education in the junior college may consist of a two-year program in selected courses or a program of comprehensive courses drawn from the liberal arts disciplines. The program should incorporate the necessary elements which will encourage critical thinking, contribute to the development of desirable citizenship, promote the desire for continuous growth and provide for fair evaluation of results. The goals of general education should be clearly stated and should be consistent with the ideals of American life and with the philosophy and objectives of the institution.

Vocational and Technical: A junior college should make provisions to offer courses for specialized vocational and technical skills. These courses should, if offered for college credit, require the same admission standards as other courses, equivalent laboratory periods, and work of sufficient difficulty to require maturity and breadth of understanding. There should be careful articulation of the vocational and technical skills in the fields of work with these curricula. These programs should incorporate the basic concepts of the responsibilities of the individual in a democratic society. The needs of the individual and the community should determine the type of program that is offered.

Adult Education: Junior colleges should provide educational opportunities for adults and out-of-school youth living in the community who are not able to pursue studies on a full-time basis. These evening school offerings may consist of short-term refresher courses, lectures, and college credit courses designed to meet the needs of the people served.

Extra-Class Activities: Extra-class activities should be a part of the total curricular offering and, where appropriate, should be available to all students as a means of enriching the major curricular offerings. Specific standards are enumerated for faculty participation, student government organizations and clubs, athletics, dramatics, arts, publications, social activities, and summer sessions.

Instruction. The standard on instruction is subdivided into library; course outlines, objectives, and aims; classroom atmosphere; instructional materials and equipment, methods of classroom procedures, and evaluation and revision.

Library: The college library shall provide reading facilities for the best interest of the students it serves and aid in effecting the educational program as announced in the catalog. It shall contain at least 10,000 volumes carefully selected cooperatively by administrators, instructors in the fields affected, and a qualified librarian. The total holdings shall represent a reasonable balance in proportion to the concern of the college in each area of the curriculum. Periodicals shall include general, professional, and technical selections for each field of instruction. Newspapers shall include at least one subscription each from local, state, regional and national areas. At least one reputable foreign newspaper shall be included. Records, tapes, films and illustrations shall constitute part of the holding. Library facilities shall include reading space equal to about twenty percent of the enrollment. Space for workrooms, listening and viewing rooms, reserve and general stack space shall also be provided. Attention shall be given to the addition and replacement of books in keeping with the enrollment and curriculum offered. A librarian shall be employed who has qualified as a teacher and has obtained a library science major. There shall be organized instruction in the use of the library for both faculty and students.

Course Outlines, Objectives, and Aims: All courses shall contribute to achieving the objective of the school. A flexible course outline which describes the course and states its purpose and objectives shall be placed in the hands of each student and shall be filed in the library. The outline shall be made as a key to information pertaining to the course. This outline would include information of community resources that could be utilized for learning purposes. Up-to-date references shall be listed and shall be flexible enough to take care of individual differences.

Classroom Atmosphere: The physical appearance of the room should be wholesome, attractive, and conducive to learning. Both students and teachers shall show evidence of a spirit of cooperativeness, cheerfulness, and mutual understanding.

Instructional Materials and Equipment: Materials and equipment essential to effective instruction in each course offered shall be provided and properly utilized.

Methods of Classroom Procedure: Varied educational experiences with provisions for individual differences shall be provided. Instructors shall be familiar with effective methods of instruction.

Evaluation and Revision: Evaluation and revision shall be continuous. Decisions shall be arrived at democratically by students, teachers, supervisors, administrators, and interested lay people.

College Atmosphere. The final standard, college atmosphere, provides:

> The spirit, atmosphere, and moral tone of the school are important for its success. The college atmosphere should reveal ethical and moral living and good physical and emotional health. These factors are reflected in the attitude of the directing board, the administrators, the staff, and the student body. The reputation of the college in its own community, in the high schools of the area, and in institutions to which students transfer is an important consideration in establishing and maintaining an excellent junior college.

The criteria which have been developed to assess the standards discussed above usually require a subjective judgment on the part of the evaluator.

Kentucky

Kentucky has 15 community colleges operated by the University of Kentucky which provide some occupational education and a system of area vocational schools operated by the Division of Vocational Education of the State Department of Vocational Education. No state-level program of evaluation or accreditation is in operation in either system, but the Division of Vocational Education indicated that "an active program of evaluation on state and local level is to be implemented in [fiscal year] 1969-1970." Approval to offer occupational education is by field, and respective directors of trade and industry, health occupations, and technical occupations are responsible for approving the offering of curricula in their field.

Louisiana

Postsecondary occupational education in Louisiana is offered in a state system comprised of 32 area vocational-technical schools operated by the Division of Vocational Education of the Louisiana Department of Education. All institutions and curricula must be approved for operation by the Assistant Superintendent for Vocational Education. No manuals or evaluative criteria have been developed, nor has any program of institutional evaluation been implemented.

Maine

The Maine State Department of Education operates five area vocational-technical institutes. All curricula offered must be approved by the State Board of Education. No manuals, evaluative criteria, or program of evaluation are in effect.

Maryland

Maryland operates a system comprised of 13 community colleges which offer occupational education. The controlling agency is the State Department of Education. Maryland has an active program of accreditation and approval for these institutions which is under the jurisdiction of the Assistant State Superintendent, Division of

Certification and Accreditation. Standards and procedures for accreditation have been published, but to this time have not been available for analysis.[19]

Massachusetts

In Massachusetts, postsecondary occupational education is provided by a system of 14 "regional community colleges" and a system of 10 vocational schools. The director of the regional community college system failed to respond to requests for information on that system. The system of vocational schools is operated by the Bureau of Vocational Education which requires state approval of institutions and specific curricula within the institution. No manuals, standards, or evaluative criteria have been developed, nor has any formal evaluation been practiced.

Michigan

Michigan has a system of 24 community colleges which offer postsecondary occupational education under the jurisdiction of the State Department of Education. Correspondence indicated that, "The Michigan State Department of Education does not accredit any school, as the State Board of Education considers this a function of voluntary agencies. Therefore the state control of vocational programs and institutions is tied to specific laws." Michigan community colleges have a high degree of local autonomy, and the only control exerted by the Division of Vocational Education is over programs reimbursed from state and federal funds. Such programs must receive prior approval, but no form of evaluation is practiced. Private vocational schools must be licensed to operate by the Division of Vocational Education unless they offer degrees, in which case they must meet other Department of Education Standards to obtain authority to grant degrees.[20]

Minnesota

Minnesota operates both a state system of junior colleges and a system of area vocational-technical schools. The junior college system is comprised of 17 institutions, and the area schools number 27. The junior college system failed to provide the requested data, but the state director of vocational education indicated that his office approved area vocational-technical schools and vocational programs within the junior colleges.

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[19]Maryland Standards for Two-Year Colleges and Procedures for Accreditation of Two-Year Colleges (Baltimore, Maryland: State Department of Education, publication date not available).

[20]Procedural Manual for Licensing and Supervision of Private Occupational Schools (Lansing, Michigan: Department of Education, 1968).

An evaluation form has been developed for the evaluation of courses in the various vocational areas and is used by the area supervisors. The form consists of over 150 criteria which are to be checked on a five-point scale (no standard given). The criteria are grouped into: (1) training philosophy and objectives; (2) administration and supervision; (3) curriculum; (4) instructor; (5) instruction; and (6) facilities. Some of the criteria are very detailed, and some require actual classroom observation on the part of the evaluator. Most of the items require a subjective assessment by the evaluator, e.g., "The instructor is imaginative and creative."[21]

Mississippi

In Mississippi postsecondary occupational education is provided by a state system of 17 junior colleges. The state director of vocational education failed to respond to the questionnaire, and the director of the community colleges gave no indication that any standards or evaluative criteria exist.

Missouri

Missouri's 12 public junior colleges provide postsecondary occupational education in that state. No form of program or curriculum approval is practiced, but each institution must undergo accreditation by the Missouri State Department of Education.

The Director of Public Junior Colleges indicated that in state evaluation, "A modified North Central Association guidelines is used for these accrediting purposes." While purposes and procedures of state accreditation differ somewhat from those of the North Central Association, the basic questions which constitute the guidelines are identical in both cases.[22] In that the standards and criteria used by the North Central Association were considered in detail in preceding chapter, Missouri accreditation and evaluation is not considered further.

Montana

Montana has three junior colleges and one four-year college which offer vocational education as a part of their curriculum. Also, the state has recently passed legislation establishing five regional vocational schools which will be the responsibility of the Office of the State Superintendent. Data provided indicate that the newly established

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[21]Evaluation Form F 53-14 (9-68) (St. Paul, Minnesota: Minnesota Department of Education, Vocational-Technical Division, n.d.).

[22]Policies and Procedures for Accreditation of Missouri Public Junior Colleges (Jefferson City, Missouri: Missouri State Department of Education, Junior College Section, n.d.).

area vocational schools will undergo state accreditation and that, "We are now in the process of drawing up standards of accreditation for these area schools but nothing is yet complete."

Nebraska

Nebraska has six junior colleges and two area technical-vocational schools which offer postsecondary occupational education. No programs of institutional accreditation or evaluation are operated. The state director of vocational education indicated that, "The State Board of Vocational Education through the State Division of Vocational Education approves and evaluates all vocational programs in the State which receive reimbursement funds"; and that, "Staff members continually evaluate and approve vocational programs." No standards or evaluative criteria were provided.

Nevada

In Nevada, postsecondary occupational education is offered in the state's one community college, its one technical institute, a "vocational-technical" center, the state university, and a four-year college. In addition, two counties operate "adult education programs" which may offer occupational education. The State Board of Vocational Education, through the Vocational-Technical Education Branch, has responsibility for approval of all programs of occupational education.

The State Board of Vocational Education authorizes, by institution or district, the awarding of an associate in applied science degree by institutions which meet certain minimum requirements. Such requirements pertain to: (1) administration, (2) instruction and program, (3) school services, and (4) admission requirements. These requirements are very general in nature. In addition to defining occupational programs and various levels of instruction, they in essence require an "adequate staff" and physical facilities, use of advisory committees, and provision of guidance services. Minimum requirements for an associate degree are 60 credit hours, a major of 20 units, three units in American institutions, six units in communications, and three units in human behavior.[23]

New Hampshire

New Hampshire has one technical institute and six area vocational schools which offer postsecondary occupational education. The area vocational schools apparently also serve as area vocational high schools. Program approval in these institutions is the responsibility of the state director of vocational education. No standards or evaluative criteria are in use.

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[23] A Guide for Nevada Community Colleges and Occupational Education (Carson City, Nevada: State Department of Education, 1969).

New Jersey

The ten county community colleges in New Jersey offer a limited amount of occupational education. The state director of vocational education failed to respond to the questionnaire, but apparently New Jersey also operates area vocational schools which serve both secondary and postsecondary students. No manuals or evaluative criteria were available, although the state director of the two-year colleges indicated that his office must approve both programs and individual curricula.

New Mexico

Three branch community colleges operated by either New Mexico State University or East New Mexico University offer occupational education. Additionally, a certain number of institutions which apparently function as high schools also offer postsecondary occupational education. Correspondence indicated that the various divisional supervisors within the Vocational Division of the State Department of Education are responsible for approving programs and curricula within their respective areas. No standards or evaluative criteria were available, but the State Department of Education was reported to be in the process of publishing a book on "policy and procedures for each vocational division with an evaluative instrument for each division of Vocational Education."

New York

Within the State of New York are 42 technical and community colleges which offer postsecondary occupational education. All public higher education, including two-year colleges, in New York (with the exception of City University of New York) is under the supervision of the State University Trustees. The two-year technical and community colleges operate under this framework and are governed locally by a board of trustees. Individual institutions under the supervision of the State University Trustees must request curriculum approval for individual curricula from the State University Trustees. Upon approval by the Trustees, curricula are registered by the State Education Department. No institutional or curricular evaluation is practiced.

North Carolina

Postsecondary occupational education in North Carolina is the responsibility of the North Carolina Department of Community Colleges operating under the State Board of Education. Within the system are 54 community colleges and technical institutes, all of which offer a large contingent of occupational curricula. Although most of the institutions operate under their own board of trustees, the offering of each occupational curriculum must be approved by the State Board of Education. Further, the State Department of Community Colleges evaluates each institution periodically using a manual of Standards and Evaluative Criteria and requires an institutional self-study as a prerequisite to the

evaluation.[24]

Standards are grouped under eight major headings: (1) philosophy and purpose; (2) educational programs; (3) faculty; (4) learning resources center; (5) student personnel services; (6) physical facilities; (7) organization and administration; and (8) financial management and resources. A standard is given for each heading and subheading, where subheadings are used. Following each standard is a list of evaluative criteria to be used in assessing the standard. Each criterion is rated as excellent, good, average, fair, poor, missing, or not applicable. The selection of the appropriate rating apparently depends upon observer judgment since no guide is given. A majority of the evaluative criteria require a subjective assessment on the part of the evaluator. Following is a brief discussion of the standards.

Philosophy and Purpose. Through legislative action and State Board policy, the specific functions have been enumerated. It is the institution's responsibility to formally state its purpose and objectives consistent with the role assigned and identify local needs. The institution's purpose should be understood and accepted by the trustees, administration, faculty, students, and the public.

Educational Programs. As promulgated by the State Board of Education, each institution pursues an open-door policy of selective placement in programs and must meet, through the educational programs offered, the comprehensive needs of the area served consistent with its assigned role. Educational programs are evaluated on the extent to which these ends are met. From this point of departure and in terms of admissions, curriculum, and instruction, standards and criteria are enumerated for: (1) all programs; (2) college transfer and general education; (3) occupational education; and (4) occupational extension, continuing education, and community services.

Standards for all Programs: General standards for admissions require a formally stated policy, an administrative agency, clearly outlined procedures for accepting transfer credit and transfer among programs, and a clearly defined admissions procedure. For curriculum there should be a clearly defined process by which curriculum is established and controlled and which recognizes the role of the State Board of Education, trustees, administration, and faculty. Other factors considered are determination of general policy, responsibility for curriculum control, scope of curriculum, and orderly course sequence. For instruction, requirements are "an environment conducive to teaching and learning," professional growth of faculty, provisions for extracurricular seminars and lectures, adequate library

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[24]Standards and Evaluative Criteria: Community Colleges, Technical Institutes (Raleigh, N. C.: Department of Community Colleges, 1969); and Manual for Institutional Self-Study (Raleigh, N. C.: Department of Community Colleges, 1965).

holdings, adequate materials, and efficient use of resources. Instruction should be well organized and related to course objectives, capabilities of students, and standards of quality. Evaluation of instruction should be related to the effectiveness of the teaching-learning process, subject matter, and course objectives. The effectiveness of instruction should be under continuous study. Other factors considered are class size, instructional load, and adequate facilities.

Standards for College Transfer and General Education: Students admitted to college transfer programs should have completed the equivalent of a secondary school program and demonstrate a reasonable prospect for success. Curricular offerings should parallel the first two years of four-year baccalaureate programs and maintain quality standards sufficient to enable graduates to continue successfully in a senior college. Instruction should be at a level sufficient to assure the achievement of the program objectives.

Standards for Occupational Education: The primary obligation of occupational education, according to the standard, is to prepare people for employment in the occupation for which the curriculum is established. Each institution has an obligation to provide occupational education opportunities consistent with ability, desire, and need of the students, while maintaining high quality standards. Curricula must include a comprehensive and balanced educational program which provides for a socially and economically competent citizen and a worker who has acquired sufficient knowledge and skills to meet the requirements of the occupation with a reasonable expectation of success. Instruction should be at a level necessary to assure achievement of the curriculum objectives.

Standards for Occupational Extension, Continuing Education, and Community Services: An institution should make the community aware of available opportunities, actively encourage enrollment under the open-door policy, and provide adults with appropriate guidance. An institution's philosophy and objectives should reflect a commitment to the development of offerings related to the social, economical, occupational, educational, and cultural needs of adult citizens. The teaching-learning process should accomplish the behavioral changes sought in the educational objectives, and the instructional process must be continually evaluated.

Faculty. Faculty standards are specified for: (1) recruitment, selection, and retention; (2) work load; (3) salaries and benefits; (4) evaluation of teaching effectiveness; (5) professional growth; and (6) faculty organization. Faculty should be employed on the basis of personal and teaching competency, and faculty preparation should be in terms of the objectives of the program. Generally, a master's degree is expected of academic faculty, but the equivalent in work experience is suitable for occupational teachers. Work load should be equitably distributed, and acknowledgement should be given to adequate preparation time and personal growth. Salaries and fringe benefits should be adequate to attract and hold competent faculty and

should be clearly stated in writing. Adequate provision for continuing evalution of faculty performance in relation to stated purposes which results in increased competence and effectiveness is expected. A faculty organization should be provided which allows for the representation of all educational interests, encourages participation in planning and policy-making, and relates to the administrative staff in such a way to contribute to the success of the institution in accomplishing its purpose.

Learning Resources Center. Professional staff should be competent in library science and educational media with a thorough knowledge of the requirements of a comprehensive institution. Space should be adequate, attractive, and comfortable, and the learning resources center (library) should be responsive to the needs of its users. Adequate records should be kept, and the facility should be adaptive to the educational program, including provisions for future growth. Selection of materials should be consistent with institutional objectives, and faculty should participate in selections. Budget should be adequate for the needs of the institution.

Student Personnel Services. Student personnel services include standards for: (1) administration; (2) admissions, registration, and records; (3) guidance and counseling; (4) financial aid and placement; and (5) extracurricular activities. Administrative responsibility should rest with a single administrator who is responsible for overall effectiveness, and the staff should be actively involved in self-development, utilization of community resources, and evaluation studies. Pre-admission information should provide for a full understanding of admission requirements and provide information which contributes to realistic decision-making and sound planning. Records and procedures must be adequate to support an effective program of counseling, guidance, and social and academic involvement. The institution should accept the responsibility for aiding individuals to resolve their financial problems, and a well-defined program of placement for all students must be in evidence. Extracurricular activities should be well planned, diversified, and complementary to the regular curriculum in the intellectual, social, and physical development of all students.

Physical Facilities. Existing classrooms, labs, shops, library, offices, and special service areas should reflect the philosophy of the comprehensive open-door institution and should provide healthful surroundings. A maintenance program should provide cleanliness, adequate repair, and general appearance necessary for effective educational environment. Responsibilities should be specifically assigned for care of grounds, campus security, traffic, fire protection, utilities, and plant up keep. Long-range planning is vital and should provide for orderly and related expansion of facilities.

Organization and Administration. Under the heading organization and administration, standards are provided for: (1) board of trustees, (2) president; (3) administrative staff; (4) policy implementation and documentation; (5) community relations; and (6) long-range planning.

The board of trustees must operate within the provision of the laws and rules and regulations of the State Board of Education. The trustees are the policy-making body of the institution, and a clear differentiation should be made between the policy-making functions of the trustees and the responsibility of the president for administration. The president is responsible for the entire operation of the institution. He must demonstrate leadership and administrative ability and have an understanding of and commitment to the nature and role of the institution. The administrative staff should have a structure appropriate to the size and purpose of the institution with clearly defined duties and responsibilities. Qualifications must be appropriate and in agreement with stated policy. Proper documents must be published and readily available, clearly setting forth policy, describing areas of responsibility, administration, faculty, supportive staff, and students. Documents should include organization chart, board minutes, staff and faculty manual, catalog, minutes of faculty and administrative committees, student handbook, administrative memoranda, and the policy manual of the state department of community colleges. An effective program of community relations which involves all members of the institution must be in evidence and demonstrate effective liaison between the community and the institution. A long-range plan which recognizes the future needs of the state, community, students, and employers must be in operation and provide a guide to future educational programs, facilities, and financial needs.

Financial Management and Resources. Sources of income should have a broad base and provide sufficient funds to ensure attainment of established institutional goals, and there should be evidence of stability of income to support the institution. Business and financial functions should be delegated to a business manager responsible to the president. There should be evidence of sound budget planning involving appropriate faculty and staff members; expenditures should be adequate to carry out the purposes of the institution; and the budgeting process should provide for centralized purchase control with adequate accounting, reporting, and auditing.

North Dakota

No reply of any sort was received from North Dakota.

Ohio

The only reply received from Ohio was as follows:

> In response to your recent request, information is not available in this office of the detailed nature which you require in your questionnaire. Post-high school occupational education, particularly of the two-year associate degree variety, has only recently developed in the State of Ohio. While programs of technical education are now vigorously underway at 20 or more two-year centers, most of our institutions are newly established and not yet far along in the accreditation process. While all programs

> approved for the award of the associate degree meet minimum standards established by this office, and while all institutions are urged to proceed as rapidly as possible toward regional and professional accreditation, we do not have a detailed inventory of progress to date with regard to each program.[25]

Oklahoma

All higher education, either public or private, in Oklahoma falls within the jurisdiction of the Oklahoma State Regents for Higher Education. Until recently, all public two-year colleges in Oklahoma were municipally operated, but recent legislation provided for regional community colleges with accompanying authorization to offer occupational education. Apparently, some technical institutes also exist. The state director of vocational education stated that, "Except for junior colleges and technical institutes our postsecondary programs are just getting underway." He also indicated that his office approved postsecondary curricula and programs but that no evaluation was practiced nor were any manuals or evaluative criteria available. It was indicated that 16 postsecondary institutions are under the jurisdiction of the office of the director of vocational education. The number of community or junior colleges was not ascertainable because the data provided by the State Regents include both four- and two-year institutions.

The Oklahoma State Regents for Higher Education indicated that they evaluate for accreditation all municipal junior colleges, all community colleges, and all public and private two- and four-year colleges. No standards or evaluative criteria have been developed for the evaluation of occupational education per se. The same Guide is applied to all institutions evaluated by the State Regents, whether two-year, four-year, public, private, or comprehensive.[26] A set of evaluative criteria has been developed for private and community colleges which parallels the above standards.[27] Each criterion is rated on a five-point scale, with one being nonexistent or unacceptable and five signifying outstanding performance. Practically all criteria require a subjective judgment on the part of the scorer, e.g., "administrators are well qualified for performing their duties," or "the retention of faculty members is satisfactory," but no definitive statement of what constitutes "well qualified" or "satisfactory" are given.

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[25]Letter from W. B. Coulter, Program Officer, Ohio Board of Regents, Columbus, Ohio.

[26]Guide for the Evaluation and Accreditation of Private and Municipal Institutions in Oklahoma Higher Education (Oklahoma City: Oklahoma State Regents for Higher Education, April, 1968).

[27]Examiners' Score Sheets for Evaluation of Private and Community Colleges in Oklahoma (Oklahoma State Regents for Higher Education, n.d.).

The Guide is organized around ten "functional areas of concern": (1) philosophy and purpose; (2) control and administration; (3) faculty; (4) students; (5) finances; (6) physical plant; (7) educational program; (8) library; (9) extension and community services; and (10) auxiliary services. The "concerns" are in narrative form and do not lay down specific standards. The Guide is almost identical in concept, though somewhat different in organization, to the Guide for the Evaluation of Institutions of Higher Education used by the North Central Association.

Because the Oklahoma materials were not designed for occupational education and no new concepts are involved, further analysis was not undertaken.

Oregon

Postsecondary occupational education in Oregon is offered through its system of 12 community colleges which operate under the jurisdiction of the State Board of Education through the Division of Community Colleges and Vocational Education of the State Department of Education. No program of evaluation or accreditation is practiced, but a stringent program of curriculum, course, and instructor approval is in operation.[28]

Pennsylvania

Pennsylvania provides postsecondary occupational education through its system of 12 community colleges which are operated by the Bureau of Community Colleges within the Department of Public Instruction. No institutional evaluation or accreditation is practiced. The state director of vocational education must, however, approve occupational curricula and programs offered in the community colleges.

Rhode Island

At the postsecondary level Rhode Island operates one community college which offers occupational education, but no information was provided concerning state evaluation of occupational education within that institution. The Rhode Island Department of Education indicated that it has four area vocational-technical schools in operation with an additional two under construction. It was indicated, however, that these "facilities are attached to comprehensive high schools and if the high school seeks accreditation from the New England Association of Colleges and Secondary Schools, the vocational facility, as a part of the comprehensive high school, is also evaluated." Although it was indicated that some postsecondary occupational education is offered in these facilities, it is apparent from the above statement that these are considered to be secondary institutions.

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[28]Oregon Community College, Policies and Procedures: Course and Instructor Approval (Salem, Oregon: State Department of Education, 1967).

A "Program Analysis Questionnaire" used to evaluate the vocational facility was provided, but it was indicated that this evaluation is done "merely as a check and upgrading procedure."[29] Some features of the questionnaire which are worthy of note are: (1) the evaluation is three-fold; (2) a three-point rating scale is used; and (3) the major areas evaluated are (a) administration and guidance, (b) curriculum, (c) physical facilities, and (d) instruction. In reference to (1) above, the evaluation is first performed by the school administrator and his staff; then by an independent committee of industrial representatives (employers); and, finally, by a five-member team of state and local vocational educators from outside the school. A major weakness is, again, the fact that most criteria call for a subjective conclusion on the part of the evaluator.

South Carolina

Postsecondary occupational education in South Carolina is the responsibility of the State Committee for Technical Education which is separate and apart from other state education agencies. Working through its own administrative staff, this Committee operates 11 "technical education centers" and three area trade schools. The Director of Program Services for the state system indicated that a program of institutional approval and evaluation as well as approval of specific curricula was in operation. He indicated that the system preferred external to self-accreditation but that "we do engage in a continuous process of internal evaluation on an informal basis and we are moving into the regular evaluation of all personnel." He also indicated that follow-up studies enable them to evaluate the effectiveness of instruction. Only regulations concerning the establishment of institutions, programs, and curricula were available.[30]

South Dakota

The South Dakota State Director of Vocational Education indicated that five institutions operating under the jurisdiction of his office offer postsecondary occupational education within that state. He also indicated that all five of these institutions were accredited by the North Central Association. In that no institutions in South Dakota at less than the bachelor's degree level are accredited by the Commission on Colleges and Universities, it is assumed that these institutions also function as high schools and are in that context accredited by the

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[29] Program Analysis Questionnaire for Vocational and Technical Education (Providence, R. I.: Rhode Island Department of Education, Division of Vocational Education, n.d.).

[30] Regulations Governing the Establishment and Operation of the Program of Industrial and Technical Education as Authorized by the 1961 General Assembly (Columbia, S. C.: State Committee for Technical Education, July 10, 1968).

Commission on Secondary Schools of the North Central Association. The various state supervisors of agriculture, home economics, distributive education, office education, health occupations, and trade and industrial and technical education are responsible for approving programs within their respective areas. No evaluative criteria or standards were provided.

Tennessee

Tennessee operates a small number (three, according to the 1968 Directory of Junior Colleges) of state community colleges which offer a limited amount of occupational education. No response was received from this system, so data are from secondary sources.

Most postsecondary occupational education in Tennessee is provided through a state system of 22 area vocational-technical schools and one technical institute. These institutions are under the jurisdiction of the State Board for Vocational Education and are supervised by the Division of Vocational-Technical Education.[31] Correspondence indicated that all reimbursed occupational programs must be approved by the State Board for Vocational Education and that "a continuous evaluation is carried out by field supervisors." No manuals or evaluative criteria were available, however.

Texas

Texas has 43 institutions which offer postsecondary occupational education. With the exception of one technical institute and two senior colleges, all are comprehensive junior colleges. All occupational programs and curricula must be approved by the Texas Education Agency through its Director of Postsecondary Vocational Program Development.

The only standards and evaluative criteria provided were designed for the evaluation of vocational education in the secondary schools of Texas. In that the standards and criteria provided are among the best critiqued and because there is extensive similarity between many secondary and postsecondary occupational programs, some of the salient features of this evaluation program are discussed below.

The evaluation is two-fold. First, a self-evaluation is undertaken by the school administrators, advisory committee, a steering committee, counselors, and occupational instructors. Next, using the same copy of the criteria, the Texas Education Agency evaluates the identical features as those evaluated by the local personnel.[32]

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[31]Area Vocational-Technical Schools: Tennessee Vocational-Technical Education General Catalog No. 1. (Nashville, Tennessee: State Board for Vocational Education, Division of Vocational-Technical Education, n.d.).

[32]Evaluation of Vocational Education in the Public Schools of Texas (Austin, Texas: Texas Education Agency, October, 1968).

The evaluation manual is divided into 11 sections: (1) administration, which is evaluated locally by the administration; (2) advisory committee, which is evaluated locally by the institution's general lay advisory committee; (3) counseling, which is evaluated by the counselors; and (4) the areas of agriculture, homemaking, distributive education, office education, industrial education, health occupations, and coordinated vocational-academic education, each evaluated by those teachers responsible. Finally, a steering committee, which is comprised of administration, all advisory committee members, occupational teachers, counselors, and academic teachers, analyzes the self-evaluation in all areas and synthesizes separate reports comprised of commendable features, suggestions for improvements, and recommendations for each area.

The evaluation instruments require a statement of philosophy and objectives in each area and enumerate a series of criteria which are rated on either a yes-no dichotomy or on a three-point scale--below minimum standards, adequate, or excellent. In addition to philosophy and objectives, program objectives, the use of advisory committees, student selection, instructional program and facilities, the instructor, organization of shop and classroom, instructional materials, safety and housekeeping, leadership development, student-parent-employer relationships, and placement and follow-up, a separate follow-up for each graduating class over the past five years must be completed indicating the number of graduates available for employment, those employed in occupations allied and not allied to training received, those in college, etc.

The Texas evaluation guide is commendable for its thoroughness. Considerable effort went into its preparation. Weaknesses common to the evaluative materials of other states are the subjective nature of many of the criteria and a lack of scientific study to determine the reliability or validity of the instrument.

Utah

Utah has two two-year colleges which offer occupational education. Apparently, five postsecondary vocational schools are in operation. No formal evaluation or approval was indicated.

Vermont

Vermont operates only one postsecondary occupational education facility, Vermont Technical College, which operates autonomously under the Vermont State College Board. Vocational departments in certain high schools have been designated area vocational centers and apparently offer some postsecondary training on a part-time basis. Institutional evaluation of the one technical college is not practiced. No standards or evaluative criteria for postsecondary occupational education were available.

Virginia

Virginia operates a state system of 17 community colleges under

the jurisdiction of the State Board for Community Colleges. Within the system heavy emphasis is placed upon occupational education. In addition, two postsecondary occupational education institutions are operated under the State Department of Education through the State Director of Vocational Education. Both the State Council for Higher Education and the State Board of Community Colleges must approve two-year institutions which offer associate degrees and all degree-granting curricula as well. Further, the State Board for Community Colleges must authorize each program which is offered in a community college. At the postsecondary level, no program of institutional evaluation is in effect, although secondary level vocational education is evaluated by the office of the state director of vocational education.[33]

Washington

The State of Washington operates a system of 22 community colleges which provide postsecondary occupational education. Institutions are under the jurisdiction of the State Board for Community College Education. Curriculum approval is the responsibility of the Director of the State Board for Community College Education. No institutional evaluation is practiced.

West Virginia

Only three postsecondary occupational education institutions are in operation in West Virginia. These institutions are under the jurisdiction of the State Board of Education through the Division of Vocational Education of the Department of Education. All occupational programs or curricula must be approved by the State Director of Vocational Education. In order for a program to be reimbursed by the Division of Vocational Education, a local school unit or system must petition the State Director and provide data on instructors, facilities, equipment, curriculum, budget, and advisory committee. If approved, the local (county) board of education signs a "Memorandum of Understanding" to the effect that for the receipt of a specified amount of funds the local school system will adhere to the essential criteria and minimum conditions specified by the State Director of Vocational Education. For each program (home economics, trade and industrial, vocational agriculture, etc.), minimum conditions and offerings are rated on a yes-no (present-absent) dichotomy. Enrichment criteria are rated on a five-point scale (one equals none or non-effective; five equals excellent). Areas for which criteria have been developed are: (1) organization; (2) nature of offerings; (3) physical facilities; (4) instructional staff; (5) instructional activities; (6) instructional materials; (7) methods of student evaluation; (8) expected measurable program outcomes; (9) expected measurable curricula outcomes; and (10)

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[33] Evaluative Criteria for Vocational Industrial and Technical Education Programs (Richmond, Virginia: State Deparment of Education, Division of Vocational Education, n.d.).

expected measurable instructional outcomes. The various expected measurable outcomes are measured in terms of the percentage of objectives attained. Some rather stringent standards for program outcomes are enumerated which require a large amount of data and student follow-up. Seven program outcomes which are apparently required of all occupational programs are as follows:

1. Eighty percent (80%) of the graduates are placed in occupations for which they were trained or one closely related, or continued in full training in the technology (assessment made six months after graduation).

2. Potential enrollees exceed program capacity by twenty-five percent (25%).

3. The dropout rate is less than five percent (5%) above the mean for the area.

4. A three-year follow-up survey of the graduates placed shows that thirty percent (30%) have advanced in their occupation.

5. Ninety percent (90%) of graduate placements have acceptable work habits and attitudes (as rated by their employer).

6. Graduates are able to qualify for entry level employment in the technical occupation for which training was received.

7. Fifty percent (50%) of students enrolled in the technology are members of Vocational Industrial Clubs of America (VICA).

Wisconsin

In Wisconsin, postsecondary occupational education is provided through a state system of 18 technical institutes which operate under the jurisdiction of the Wisconsin Board of Vocational, Technical and Adult Education. Curriculum and program approval are required of programs or curricula offered in these institutions. A further requirement for all programs or curricula for which an associate in applied science degree is granted upon successful completion is that such programs be accredited by the Wisconsin Board of Vocational, Technical and Adult Education.

To offer any occupational program (or curriculum which in itself constitutes a program), a local institution must petition the State Board and provide a proposal which includes: (1) philosophy of the district; (2) need-purpose, to include occupational survey and population support; (3) foundation for program, to include present programs, facilities, staff, and advisory committee; (4) curriculum and course descriptions; (5) students, including admissions, facilities, and activities; (6) additional requirements needed to implement program, including staff, facilities, funds, and estimated program costs; (7) service, to include number in program and projected number of graduates;

and (8) projections and conclusions including proposed starting date and any supporting materials.[34]

In addition to the above required approval procedure, associate degree program requirements are stipulated in terms of semester hours credit for basic core (11 - 23%), general education (23 - 32%), specialized technical courses (45 - 57%), and electives (3 - 12%). If previously approved, associate degree programs are evaluated for purposes of accreditation in the second year of operation; and if accredited, permission is granted by the State Board for Vocational, Technical and Adult Education to award an associate degree to successful graduates.

As a prerequisite to evaluation for accreditation, each institution is required to complete a self-study monograph for each program or curriculum to be evaluated. This monograph is subdivided into seven major headings around which the subsequent evaluation is based: (1) introduction, including philosophy, need, and purpose of the program; (2) program, including curriculum, course credit hours, objectives, textbooks, reference texts, resource materials, and student supplies and tools required; (3) physical facilities and equipment, including offices, classrooms, labs, and shops; (4) supervision and administration of the program, including supervisor's background, experience, civic and professional affiliations, and administrative duties; (5) instructional personnel, including education, work experience, teaching experience, affiliations, teaching assignment, and other responsibilities; (6) program advisory committee, including purpose, members, meetings, and minutes; and (7) students, including student services and activities.

The evaluation committee members are provided a "checklist for program evaluation" which parallels the above areas and includes specific evaluative criteria or essential points upon which various items are rated on a six-point scale ranging from unaccepted (1-2), through accepted (3-4), to superior (5-6).

Wyoming

Postsecondary occupational education in Wyoming is provided through seven community colleges under the jurisdiction of the Wyoming Community College Commission and 13 area vocational schools (which may be primarily secondary) operated under the State Department of Education. Information provided indicated that at the postsecondary level no institutional or program approval or evaluation was practiced.

Tabular Comparison

The status of institutional accreditation, evaluation, program

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[34]Guidelines for Program Development and Evaluation: Vocational Diploma, Associate Degree (Madison, Wisconsin: Wisconsin Board of Vocational, Technical and Adult Education, July, 1968).

approval, and curriculum approval or evaluation as practiced upon postsecondary institutions offering occupational education in the 50 states is depicted in Table 3. From the table it can be seen that in only seven states does a program of institutional evaluation culminate in an act of accreditation. An additional nine states engage in a formal program of institutional evaluation. Another 28 states indicated a requirement that various occupational programs be approved at the state level before an institution could offer such programs. Thirty-five states indicated that individual curricula must be state-approved, and many of these states indicated that these curricula are evaluated once operational.

State Participation in Regional Accreditation

To determine the extent of state participation in the process of regional accreditation of postsecondary institutions offering occupational education, it was requested that the director of each such system indicate the number of institutions in the system which were not accredited, the number fully accredited, the number holding correspondent status, and the number holding affiliate status with the regional accrediting association serving that state. These data are tabulated in Table 4. When reduced to an accredited-not accredited dichotomy it can be seen, within the accuracy of the data provided, that the Middle States Association apparently has 49 accredited and 29 non-accredited; the North Central Association, 165 accredited and 167 nonaccredited; the Northwest Association, 50 accredited and 29 nonaccredited; the Southern Association, 120 accredited and 245 nonaccredited; and the Western Association, 90 accredited and one nonaccredited. In totality, 486 institutions are accredited, and 533 are not. Overwhelmingly, these institutions are two-year community or junior colleges, technical institutes, and area vocational-technical schools, although a few four-year institutions offering less than baccalaureate-level occupational education may be included. No data are available which indicate the extent to which those institutions not accredited are eligible for consideration under existing regional association rules.

State Directors' Attitudes Toward Accreditation

To determine how extra-legal accreditation is perceived by state agencies responsible for postsecondary occupational education, each director of a system of two-year colleges was asked to respond to the following open-ended item on the questionnaire:

> In the space below, please make any comments which would express your feelings about the present state of accreditation or evaluation of occupational education. Specifically, do you think an adequate job is being done by (1) regional associations, (2) specialized or professional accrediting agencies, or (3) state departments of education? What is your opinion of the present administrative structure under which your regional

Table 3. Presence of State Programs of Institutional Accreditation Institutional Evaluation, Program Approval, or Curriculum Approval in Public Post-High School Institutions Offering Occupational Education

State	Activity				Applicability	
	Institutional Accreditation	Institutional Evaluation	Program Approval	Curriculum Approval or Evaluation	Vocational Technical Schools	Junior or Community Colleges
Alabama	No	No	Yes	Yes	x	x
Alaska	No	No	No	Yes	x	x
Arizona	No	No	Yes	Yes		x
Arkansas	No[a]	No[a]	No[a]	No[a]		x
California	No	No	No	Yes		x
Colorado	No	Yes	Yes	Yes	x	x
Connecticut	No	No	No	No	x	x
Delaware	No	No	Yes	Yes		x
Florida	Yes	Yes	Yes	Yes	x	x
Georgia	No[a]	No[a]	No[a]	No[a]		x
Hawaii	No	No	Yes	Yes		x
Idaho	No	No	No	Yes	x	
Illinois	No	No	No	Yes		x
Indiana	No	No	Yes	Yes	x	
Iowa	No	Yes	Yes	Yes	x	x
Kansas	Yes	Yes	Yes	Yes	x	x
Kentucky	No	Yes	Yes	Yes	x	x
Louisiana	No	No	Yes	Yes	x	
Maine	No	No	No	No	x	
Maryland	Yes[a]	Yes[a]	Yes[a]	Yes[a]		x
Massachusetts	No[b]	No[b]	Yes[b]	Yes[b]	x	
Michigan[c]						
Minnesota	No	No	Yes	Yes	x	x
Mississippi[c]						
Missouri	Yes	Yes	No	No		x
Montana	Yes	Yes	No	Yes	x	x

Table 3. (continued)

State	Activity				Applicability	
	Institutional Accreditation	Institutional Evaluation	Program Approval	Curriculum Approval or Evaluation	Vocational Technical Schools	Junior or Community Colleges
Nebraska	No	No	No	Yes	x	
Nevada	No	No	Yes	No	x	x
New Hampshire	No	No	Yes	No	x	
New Jersey	No[a]	No[a]	Yes[a]	Yes[a]		x
New Mexico	No	Yes	No	Yes	x	
New York	No	No	Yes	Yes	x	x
North Carolina	No	Yes	Yes	Yes	x	x
North Dakota	No	Response				
Ohio	No	No	Yes	Yes	x	x
Oklahoma	Yes	Yes	Yes	No		x
Oregon	No	No	No	Yes		x
Pennsylvania	No	No	Yes	Yes		x
Rhode Island	No[b]	Yes[b]	Yes[b]	No[b]	x	
South Carolina	No	Yes	Yes	Yes	x	
South Dakota	No	Yes	Yes	Yes	x	
Tennessee	No[b]	No[b]	No[b]	Yes[b]	x	
Texas	No	Yes	Yes	Yes	x	x
Utah	No[b]	No[b]	No[b]	No[b]		
Vermont	No	No	No	No	x	
Virginia	No	No	Yes	Yes	x	x
Washington	No	No	No	Yes		x
West Virginia	No	No	Yes	Yes	x	
Wisconsin	Yes	Yes	Yes	Yes	x	x
Wyoming	No	No	No	No		

[a]Applies to community or junior colleges only.

[b]Applies to Vocational-Technical Schools only.

[c]Data not provided.

Table 4. Accredited Status of Post-High School Institutions Offering Occupational Education--by State and Regional Association

Regional Association	State	Correspondent Status	Affiliate Status	Fully Accredited Status	Not Accredited
Middle States	Delaware	1	1	3	0
	Maryland[a]	1	2	10	0
	New Jersey[a,c]			(5)[d]	(1)
	New York	6	8	28	0
	Pennsylvania	3	6	3	0
	District of Col.[c]				
	Total	11	17	44 + (5)	0 + (1)
New England	Connecticut	0	0	4	(12)
	Maine	2	0	0	3
	Massachusetts	0	0	(4)	10 + (10)
	New Hampshire	0	10	3	8
	Rhode Island	0	0	1	(1)
	Vermont	0	0	0	1
	Total	2	10	8 + (4)	22 + (23)
North Central	Arizona[b]	3	0	7	0
	Arkansas[a,c]			(1)	(2)
	Colorado	5	1	11	3
	Illinois[a,c]			(21)	(13)
	Indiana	1	2	30	3
	Iowa[a]	5	0	4	11
	Kansas	13	2	4	0
	Michigan[c]			(14)	(9)
	Minnesota	0	0	0	27
	Missouri[c]			(6)	(6)
	Nebraska	1	0	0	7

Table 4. (continued)

Regional Association	State	Correspondent Status	Affiliate Status	Fully Accredited Status	Not Accredited
North Central (Cont.)	New Mexico	0	0	0	7
	North Dakota	No	Response		
	Ohio[a,c]			(5)	(2)
	Oklahoma	1	2	31	15
	South Dakota	0	0	5	0
	West Virginia	0	0	0	3
	Wisconsin[b]	4	2	2	10
	Wyoming	2	7	9	2
	Total	35	16	116 + (49)	82 + (34)
Northwest	Alaska[b]	0	0	3	14
	Idaho[b]	0	0	5	0
	Montana	8	0	9	0
	Nevada	2	0	1	0
	Oregon	0	3	9	0
	Utah	0	0	3	0
	Washington	2	0	20	0
	Total	12	3	50	14
Southern	Alabama	4	6	7	36
	Florida	3	7	22	18
	Georgia	0	5	26	20
	Kentucky[b]	0	0	0	12
	Louisiana	0	0	0	32
	Mississippi[a]	3	0	14	0
	North Carolina	22	0	11	17
	South Carolina	8	1	2	3

Table 4. (continued)

Regional Association	State	Correspondent Status	Affiliate Status	Fully Accredited Status	Not Accredited
Southern (Cont.)	Tennessee	0	22	1	0
	Texas	0	0	34	9
	Virginia	12	5	3	0
	Total	52	46	120	147
Western	California	0	0	90	0
	Hawaii	5	0	0	1
	Total	5	0	90	1
Grand Total		117	92	428 + (58)	266 + (58)

[a]Reply from community or junior college director only.

[b]Reply from state director of vocational education only.

[c]Data not provided.

[d]Data in parentheses were taken from Directory American Association of Junior Colleges, 1968. Figures represent only junior or community colleges and institutions were listed as either accredited or not accredited by the respective regional association.

accrediting association accredits occupatonal education? Are specialists in occupational education adequately represented on (1) the regional association staff, or (2) visitation teams? Are evaluative criteria adequate and pertinent? What changes in accreditation of occupational education do you propose?

To the above item a total of 23 state directors of vocational education and 21 directors of state systems of two-year colleges responded. Not all of the respondents answered all items in the query. Concerning the adequacy or inadequacy of the present administrative structure of the regional associations to deal with accreditation of occupational education, only ten responded. Two state directors of vocational education and six community college system directors thought the present structure adequate, whereas a total of only two community college system directors thought it inadequate. Tabulations of responses concerning (1) the adequacy of the accreditation and evaluation done by the regionals, specialized agencies, and the states, (2) the adequacy of specialists in occupational education on regional association staffs and visitation teams, and (3) the relevance and adequacy of standards and evaluative criteria are shown in Tables 5 and 6. Data are grouped by areas served by regional associations.

The data in Table 5 indicate that of those responding, 34 percent felt the regional associations are doing an adequate job, whereas 66 percent did not. Conversely, 61 percent and 80 percent, respectively, felt that the specialized agencies and the states are doing adequate jobs. Of the regional association areas, only the Middle States Association received more positive than negative responses. Response from the North Central Association area was overwhelmingly negative.

The data in Table 6 show that only 25 percent of the respondents considered the number of specialists in occupational education or regional association staffs adequate; only 42 percent found the number of specialists in occupational education on evaluation teams adequate; and only 29 percent found evaluative criteria for occupational education adequate and pertinent. Again worthy of note is the overwhelmingly negative response from the area served by the North Central Association.

While the data in Table 5 and Table 6 do not represent a majority of all state officials responsible for state systems of postsecondary institutions, they do suggest some strong feelings among these individuals concerning the inadequacy of current regional association action within the field of postsecondary occupational education. To provide a better perspective, the total response of each respondent was assessed as being either positive or negative concerning the present state of accreditation and grouped separately by directors of vocational education and directors of community college systems. These data are shown in Table 7. On this basis, 74 percent of state directors of vocational education responding reacted negatively, as did 59 percent of directors of system of two-year colleges.

Table 5. Reactions of State Directors of Vocational Education and State Directors of Two-Year College Systems Concerning the Adequacy of Accreditation and Evaluation in Occupational Education Performed by Regional Associations, Specialized Agencies and States

Regional Association	Regional Associations		Specialized Agencies		States	
	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Middle States	5	0	2	1	3	0
New England	1	1	1	1	1	0
North Central	0	13	3	2	7	4
Northwest	1	2	2	1	3	0
Southern	4	5	2	2	5	1
Western	1	2	1	0	1	0
Total	12	23	11	7	20	5
Percent of Total	34	66	61	39	80	20

Table 6. Reactions of State Directors of Vocational Education and State Directors of Two-Year College Systems Concerning the Adequacy of Specialists in Occupational Education on Regional Association Staffs and Evaluation Teams, and the Adequacy of Evaluative Criteria Used

Regional Association	Regional Association Staffs		Regional Association Evaluation Teams		Evaluative Criteria	
	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Middle States	1	0	2	0	3	0
New England	0	1	2	2	1	2
North Central	0	6	0	6	0	4
Northwest	0	1	2	1	1	2
Southern	2	1	2	2	0	4
Western	0	0	0	0	0	0
Total	3	9	8	11	5	12
Percent of Total	25	75	42	58	29	71

Table 7. Summary Responses of State Directors of Vocational Education and State Directors of Two-Year College Systems Concerning Suitability of Administrative Structure, Adequacy of Staff, and Relevance of Criteria Used by Accrediting Associations to Accredit Postsecondary Occupational Education

Regional Association	Total States	System Directors	Total Response	Positive Response	Negative Response
Middle States	5	Vocational Education	1	1	0
		Two-Year Colleges	4	4	0
New England	6	Vocational Education	3	1	2
		Two-Year Colleges	2	0	2
North Central	19	Vocational Education	10	0	9[a]
		Two-Year Colleges	6	0	4[a]
Northwest	7	Vocational Education	3	0	1[a]
		Two-Year Colleges	3	1	2
Southern	11	Vocational Education	5	1	4
		Two-Year Colleges	5	1	4
Western	2	Vocational Education	1	0	1
		Two-Year Colleges	2	1	1
Total	50	Vocational Education	23	3	17
		Two-Year Colleges	22	7	13
Percent of Total		Vocational Education	100	13	74
		Two-Year Colleges	100	32	59

[a]Differences in total response and positive response not accounted for by negative response are due to noncommital responses.

Licensing of Graduates of Occupational Education

To determine the extent to which licensing of individuals graduating from programs of occupational education might be a factor in the evaluation of occupational education, each respondent was asked to list each occupational curriculum in his state requiring licensing. These data are grouped in Table 8. Not all respondents replied to this item on the questionnaire, but the data do serve to indicate the relative importance of licensing in occupational education. From the table it is evident that licensing is most prevalent for registered nurses, practical nurses, cosmetologists, barbers, aviation mechanics, commercial electricians, dental hygienists, x-ray technicians, plumbers, and dental assistants. Licensing does not appear to be an appreciable factor in other occupational curricula at this time. When considered in the perspective of over a hundred technical and vocational curricula, only a small percentage of the total are affected by licensing.

Most of the licensing is a function of some agency of state government. Some exceptions noted were: (1) Federal Aviation Agency--aviation mechanics, 21 states; (2) labor unions--commercial electrician, two states; plumber, one state; radio-T.V. repairman, one state; (3) local government--commercial electrician, eight states; plumber, seven states; (4) dental assistants' association--dental assistant, one state; (5) American Medical Association--x-ray technician, seven states; and (6) American Dental Association--dental assistant, seven states; dental hygienist, two states.

Table 8. Occupational Curricula Which Require Licensing of Graduates

Occupation	Number of States Requiring
Automotive Mechanics	3
Aviation Mechanics	22
Barbering	34
Carpentry	1
Medical Laboratory Assistant	3
Commercial Electrician	21
Cosmetology	38
Dental Assistant	15
Dental Hygienist	21
Funeral Director	1
Land Surveyor	1
Mason	1
Motor Vehicle Salesman	1
Mobile Home Salesman	1
Medical Laboratory Technician	1
Mortician	1
Inhalation Therapist	2
Insurance Adjuster	1
Junior Accountant	1
Plumber	19
Practical Nurse	39
Radio-T.V. Technician	4
Real Estate Salesman	2
Registered Nurse	37
X-Ray Technician	20

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The study was undertaken because of the need for data concerning the current status of evaluation and accreditation of postsecondary occupational education and was predicted upon the assumption that in order to improve the processes of evaluation and accreditation, a thorough knowledge of the present state-of-the-art is necessary.

The specific objectives of the study were:

1. To gather, synthesize, and analyze data from the various regional and specialized accrediting agencies and associations in regard to: (1) scope of their activities in postsecondary occupational education; (2) the administrative structure under which accreditation of occupational education is effected; (3) philosophy of accreditation; (4) clientele and membership; and (5) the standards and evaluative criteria utilized to evaluate postsecondary institutions offering occupational education.

2. To ascertain the extent to which the federal government is engaged in activities of an evaluative or accreditative nature within the realm of postsecondary occupational education and to analyze available studies, regulations, or statutes affecting evaluation and postsecondary occupational education.

3. To gather, synthesize, and analyze data concerning the extent to which the various states are engaged in the evaluation or accreditation of postsecondary occupational education and to analyze standards and evaluative criteria used.

4. To determine the extent to which the various state or public institutions within a state are participating or seeking membership in the regional and specialized accrediting agencies.

5. To determine the extent to which federal, state, or local licensing may be a factor in the evaluation of occupational education.

6. To assess the opinions of state officials responsible for vocational education or the operation of state systems of postsecondary area vocational schools, technical institutes, or community colleges regarding: (1) the adequacy and

pertinence of standards and evaluative criteria used by accrediting agencies to evaluate postsecondary occupational education; (2) the adequacy of specialists in occupational education on association staffs and visitation teams; and (3) whether administrative structures of regional associations are conducive to adequate and fair evaluation of postsecondary occupational education.

7. To draw whatever conclusions and make whatever recommendations are deemed appropriate from the analysis of completed data.

Procedures utilized included a review and analysis of relevant literature, letters of solicitation, and personal interviews with responsible officials in the regional accrediting associations, specialized accrediting agencies, and various departments, offices, and branches of the federal government. Questionnaires were developed to solicit data from state directors of vocational education and directors of state systems of two-year community or junior colleges concerning state programs of accreditation, approval, or evaluation and other pertinent data. Methods of analysis were confined to a synthesis and tabulation of collected data.

The literature reviewed suggested very basic differences among reputable individuals concerning the methods, scope, and procedures utilized by the specialized and regional accrediting agencies. The soundness of their methods and the validity of their criteria were questioned; and they were accused of resistance to needed changes, of an inability to evaluate quality in education, and of failure to agree among themselves upon relative emphasis to be placed upon different features of the evaluative process.

Strong differences of opinion were found to exist between the academic and vocational educators and within each group over the question of whether the accrediting agencies should even consider occupational education in their evaluative efforts. Those agreeing that at the postsecondary level occupational education should be subject to accreditation disagreed on criteria. One faction argued that occupational education should adhere to and be measured by the same standards applied to higher education in general; another faction contended that the objectives of occupational education differ substantially from those of academic education and, therefore, separate criteria which measure the extent to which these objectives are met should be used to evaluate it. To compound the issue, Congress has made accreditation by these agencies and associations a prerequisite for receipt of federal funds for certain occupational programs under several different acts.

In considering research efforts in accreditation and evaluation as they relate to postsecondary occupational education, a dichotomy between the two was immediately apparent. Studies concerning accreditation tend to be descriptive in nature with virtually no attempts to ascertain the reliability of evaluative criteria or

their validity in predicting a quality product. Two studies indicated very little difference in the product of accredited versus nonaccredited teacher education programs, but the measures considered were not necessarily measures of the effects of an instructional program. One study of small colleges indicated that accreditation affects library allocations and funds for physical facilities, administration, and salaries much more so than it affects curriculum changes, innovations, or the evaluation of instruction. It was considered that perhaps this is indicative of the areas of emphasis in the accrediting process.

Recent efforts in the field of occupational education conducted outside the realm of accreditation denoted the application of several scientific principles and techniques to the assessment of quality in occupational education. Among the techniques reviewed were cost-benefit analysis, cost-effectiveness analysis, systems analysis, decision-making models, and the development of achievement measures with demonstrated reliability and content validity. None of these techniques were found in the analysis of literature on evaluation in accreditation.

In summary, with regard to occupational education, the literature review indicated a lack of knowledge of (1) the extent of the accrediting activities of the various accrediting agencies in the area of postsecondary occupational education, (2) the approach by the various accrediting agencies to accreditation of postsecondary occupational education, (3) the administrative structure under which such accreditation occurs, and (4) the standards and evaluative criteria used in the accrediting process. A lack of application of scientific evaluative techniques in the process of accreditation was strongly suggested. Further, very few data were available concerning the efforts or the influence of the various states and the federal government in the evaluation or accreditation of occupational education.

Regional Accrediting Associations

The concept of regional associations of colleges and secondary schools evolved to cope with the need within a region for more uniform standards among the secondary schools and more uniform entrance examinations among the colleges. The process of "certifying" secondary schools practiced in the late 1890's was broadened to include the concept of "accrediting" colleges and universities. Accrediting first began in the North Central Association in 1913, and it was not until 1952 that the practice was finally adopted by all the regional associations.

To put accreditation of institutions offering postsecondary occupational education in proper perspective required an analysis of administrative structure, philosophy, membership, and evaluative standards and criteria of each of the six regional associations into which the United States is divided.

Analysis of the administrative structures of the various associations showed that the approaches to accreditation of postsecondary occupational education are almost as numerous as the associations. The Middle States Association contended that virtually all postsecondary occupational education in its area was offered in community colleges, and such institutions were accredited by its Commission on Higher Education. The Northwest Association indicated that much the same condition prevailed in its region but acknowledged that its Commission on Higher Schools had recently evaluated and accredited two "technical colleges." The North Central Association acknowledged that a problem existed in its region and that its Commission on Institutions of Higher Education was assuming responsibility for the accreditation of postsecondary occupational education whether in community colleges, technical institutes, or postsecondary vocational schools, regardless of whether a degree was awarded upon completion. The New England Association and the Southern Association have chosen to demarcate the responsibility for accreditation of postsecondary occupational education solely on the basis of whether the institution offering such education awards an associate degree, but here the similarity ends. Within the New England Association degree-granting institutions are accredited by the Commission on Institutions of Higher Education, whereas the Commission on Public Secondary Schools has been given the responsibility of accrediting the secondary technical-vocational schools. This Commission is presently utilizing an Ad Hoc Committee on Vocational Education to accomplish this purpose. Recent action by the New England Association suggests, however, that a separate independent commission to accredit occupational education from grades 10 through 14 may be created. In the Southern Association the Commission on Colleges has assumed responsibility for the accreditation of all degree-granting institutions including technical institutes, but a separate Committee on Occupational Education has been established (and will probably evolve into an independent commission) to accredit postsecondary institutions not offering an associate degree. Unlike the other regionals, the Western Association has two commissions responsible for accrediting degree-granting institutions. The Commission for Senior Colleges and Universities accredits four-year colleges and universities, whereas the Commission for Junior Colleges accredits all two-year degree-granting institutions. No non-degree postsecondary institutions were acknowledged to exist in the region, but it was indicated that the Junior College Commission had accredited a limited number of "special purpose" institutions.

Membership on the boards of trustees and on the commissions of the associations was found to be limited for the most part to persons from accredited institutions, and many of the commissions were found to be to some extent self-perpetuating in that they nominate succeeding members subject only to ratification by the membership. Persons without a vested interest or representatives of the public interest were not found in the power structure of any of the regional associations. Moreover, where postsecondary occupational education was found to fall within the purview of the commissions which accredit senior colleges and universities, representation of the institutions offering occupational education was most often not commensurate with the proportion of

the membership accounted for by these institutions. Finally, membership on boards of trustees of the associations and on higher commissions accrediting postsecondary occupational education was found to be overwhelmingly dominated by senior colleges and university presidents, vice-presidents, and deans.

In terms of philosophy, no major differences were found to exist among the regional associations. Though variously stated each espouses "voluntary self-government" and an intent to develop and maintain sound educational standards which "ensure" quality education.

Within each association, membership is institutional and denotes accreditation, but eligibility for consideration for membership appears to differ. The North Central Association, the Middle States Association, and the Southern Association specify that institutions must be either public or non-profit. The stand of the Northwest Association on this issue was not ascertainable from the available data. From analysis of the bylaws, the New England Association and the Western Association apparently do not exclude proprietary schools from eligibility. If public, postsecondary, non-degree-granting, occupational education institutions exist in the Middle States Association regions, the Northwest Association region, or the Western Association region, such institutions are precluded from eligibility because of the "degree-granting" requirement of the commissions accrediting higher education.

The standards and evaluative criteria of the six regional associations were found to cover basically the same areas within an institution. Each association requires an institutional self-evaluation prior to association evaluation, and, though variously grouped, standards usually entail as a minimum an institution's purposes and objectives, administration, faculty, student personnel, curriculum (programs), physical facilities, library, and finances. Some additionally include graduate schools, research, and special services. Similarities end, however, with areas covered. Standards were found to range from the posing of questions to be answered, to very brief and general statements considered as "guides", to elaborately detailed specifications or interpretations which included such criteria as the minimum number of hours the library should be kept open, the minimum acceptable proportion of various levels of advanced degrees held by the faculty members, and the minimum annual budget for various types and sizes of institutions. For the most part, however, standards were found to be very general in nature, couched in "the objectives of the institution," and avowedly more qualitative than quantitative. All standards and criteria currently used to accredit postsecondary institutions offering occupational education, except those of the Western Association, were designed by college commissions to apply primarily to senior colleges and universities. Within the Western Association standards were designed specifically for comprehensive public junior colleges which are expected to offer occupational education, and in fact were based to some extent on the regulations of the California Department of Education. At present the North Central Association is modifying its standards "to give recognition to institutions which do not follow the traditional collegiate pattern." Within the Southern

Association representatives of occupational education are developing new standards and guidelines to apply to non-degree-granting postsecondary occupational education institutions; and the New England Association has developed some standards which, along with criteria used to evaluate technical and vocational curricula in secondary schools, are ultimately to be applied to postsecondary non-degree-granting institutions in the New England region.

From all the materials analyzed and from the literature reviewed, no evidence was found to suggest that the regional associations have engaged in scientific studies to ascertain the reliability with which standards or evaluative criteria can be applied or to determine the validity of such standards or evaluative criteria in predicting the output of a quality product.

Specialized Accrediting Agencies

Program or special purpose accreditation first began in the professions in the early 1900's. Contrary to the aims of institutional accreditation, professional accreditation was motivated by the desires of the individuals in a given profession to attain a high vocational status. By the late 1930's and early 1940's specialized accreditation had spread to certain types of proprietary schools not necessarily operating at the professional level but usually not eligible for consideration by the regional associations. The 1950's saw a tremendous expansion of and emphasis upon technical and vocational education, much of which was closely allied to the professions; during this period many of the professional accrediting agencies extended their accrediting efforts downward to include these supportive occupations.

The study showed that 31 specialized accrediting agencies are at present recognized by the Commissioner of Education as being "reliable authority as to the quality of education" offered in certain professions, occupations, or special purpose institutions. Of these 31 agencies it was found that only nine accredit curricula, programs, or institutions considered occupational in nature. These nine are: (1) the Accrediting Commission for Business Schools; (2) the American Association of Nurse Anesthetists; (3) the American Dental Association; (4) the American Medical Association; (5) the Engineers' Council for Professional Development; (6) the National Association for Practical Nurse Education and Service; (7) the National Association of Trade and Technical Schools; (8) the National Home Study Council; and (9) the National League for Nursing. For each of these agencies an analysis was made of the administrative structure under which accrediting is implemented, philosophy of accreditation, clientele and membership, and standards and evaluative criteria used.

Administrative structure among the nine agencies or associations was found to vary markedly, particularly when those organizations of a "professional" nature were compared to those of a "proprietary" nature. The accrediting arms of the American Dental Association, the American Medical Association, and the Engineers' Council for Professional

Development are not autonomous but are responsible to either the organization's board of trustees or to the membership, which is comprised entirely of persons in the professions. (The same is true of the American Association of Nurse Anesthetists.) The National Association for Practical Nurse Education and Service and the National League for Nursing are somewhat more representative of other interests in that they have representatives of medicine, hospital administration, and other potential employers of graduates on the accrediting boards. Conversely, the Accrediting Commission for Business Schools, the National Association of Trade and Technical Schools, and the National Home Study Council have accrediting arms which are independent of both the total membership and the board of control of the parent organization. These accrediting boards also have a large component, though never a majority, of persons having no vested interests in the decisions of the board and who could be considered representative of the public interest.

No major differences in philosophy among the agencies were noted. Though variously stated, their usual aims are to upgrade the profession or the institution, insure a quality output, and "protect the public interest."

Within several of the agencies or associations, clientele and membership are not synonomous. Neither the American Dental Association nor the American Medical Association requires institutional membership, nor do they charge for accreditation services. The National League for Nursing does not require institutional membership but does charge a very substantial accreditation and annual "sustaining" fee. Usually the agencies which accredit in the proprietary realm charge a substantial accrediting fee and require institutional membership and annual dues once an institution is accredited.

Analysis of the standards and evaluative criteria used showed substantial differences among the specialized accrediting agencies. Those agencies which accredit institutions were found to have standards similar to those of the regional associations, with those in the proprietary sector placing more stress upon ethical considerations and often having more specific requirements for professional preparation and work experience of faculty. The professional associations were also found to put more stress upon professional standing and experience of the faculty and to specify or recommend licensing and/or certification within the speciality taught. Considerably less emphasis was placed upon supporting services and facilities such as libraries, student personnel services, classrooms, and overall administration. As was true of the regional associations, no evidence was found which would indicate any scientific effort in the development of standards or evaluative criteria, nor was any study concerning reliability or validity of instruments noted.

The Federal Government

The study entailed an analysis of federal government programs and operations which have a substantial involvement in occupational

education and which have implications for either accreditation or evaluation in the field of occupational education. Functions conforming to these criteria were analyzed in the Office of Education, the Department of Labor, the Office of Economic Opportunity, the Veterans' Administration, and the Federal Aviation Agency.

Within the Office of Education, the major implication for evaluation of occupational education was found to be in the extensive research funding done by the Bureau of Research. With regard to accreditation, the major implication lies in the fact that the Commissioner of Education is required by congressional mandate to maintain and publish a list of accrediting associations and agencies which he recognizes as being authoritative assessors of quality in certain regions, institutions, or subject matter areas. It was determined that under several pieces of legislation, the allocation of federal funds is prohibited for institutions or programs not so accredited. To effect the evaluation of the various accrediting agencies requesting national recognition, an Accreditation and Institutional Eligibility Staff has been created within the Bureau of Higher Education. This Staff is currently assessing the procedures and criteria used by the regional associations and several of the specialized accrediting agencies which were initially recognized by the Commissioner solely because recognition was accorded them by the National Commission on Accrediting.

Within the Department of Labor and the Office of Economic Opportunity most evaluation of occupational education was found to be either of a job placement or of cost-benefit nature, which is of more value to the economists than to educators or, at best, can serve as only one of many inputs in educational decision-making. One study did approach evaluation on a cost-effectiveness basis, which is of more relevance to education.

The Veterans' Administration, in administering the veterans' training programs, was found to rely upon accrediting agencies or associations recognized by the Commissioner of Education or upon state approval agencies to evaluate programs or institutions for approval by the Veterans' Administration. Guidelines set forth for the state approving agencies were very general and overwhelmingly quantitative. A third alternative for the approval of veterans' benefits is that all vocational programs receiving federal funds through the Smith-Hughes and subsequent vocational acts which require conformity to a state plan are automatically approved under the law.

Finally, the Federal Aviation Agency was found to operate a very large program of certification and licensing for the civilian aviation industry. Examination of the criteria used to evaluate aircraft mechanics schools showed them to be totally quantitative and process-oriented, but this quantitative process evaluation is complemented by a rigorous written, oral, and performance examination effort which is highly qualitative and a prerequisite for licensing the individual.

State Programs of Accreditation, Evaluation and Approval

Analysis of data collected from 41 state directors of vocational education and 39 directors of state systems of two-year colleges showed that only seven states--Florida, Kansas, Maryland, Missouri, Montana, Oklahoma, and Wisconsin--operate a program of formal institutional accreditation involving either two-year colleges or other postsecondary institutions offering occupational education. An additional nine states indicated the use of a program of institutional evaluation. These states are Colorado, Iowa, Kentucky, New Mexico, North Carolina, Rhode Island, South Carolina, South Dakota and Texas. Whether the programs operated by Rhode Island and Texas applied to the postsecondary level was not readily ascertainable although such was indicated; it was determined that the materials were developed for use at the secondary level. Several additional states indicated the use of program approval in postsecondary occupational education, and only 11 states indicated that no accreditation, institutional evaluation, program approval, or curriculum approval or evaluation was practiced.

To the extent that materials were provided, the standards and evaluative criteria used by each state were synthesized and analyzed. As they pertained to institutional accreditation or evaluation, the materials were not found to be markedly different from those of the regional associations. Some of the states were found to have gone further, however, in the development of evaluative criteria as measures of broad standards than have the regional associations. Where program or curriculum evaluation was found to be practiced, the standards and evaluative criteria tended to be more objective than those used for institutional evaluation. Efforts toward objectivity included the use of present-absent or yes-no dichotomies and the use of various types of rating scales. Even so, it was noted that a subjective assessment by the rater was most often the rule. No study concerning reliability or validity of the instruments used was uncovered in any of the materials reviewed.

Data gathered concerning regional association accreditation of institutions within the various states showed that nationwide there are more postsecondary institutions offering occupational education which are not accredited (533) than there are which are accredited (486). Analysis of the data on the basis of regional association areas showed that the problem of nonaccredited institutions is most acute in the areas served by the North Central Association and the Southern Association.

Concerning the perceptions of accreditation of occupational education by the regional associations held by state directors of vocational education and directors of state systems of two-year colleges, the majority of those responding felt that occupational education specialists on regional association staffs and on visitation teams are inadequate. Further, a majority of those responding felt that standards and evaluative criteria used to accredit occupational education are neither adequate nor relevant.

State and local licensing was found to be a major factor in only 10 occupations. These are primarily in the health of paramedical field--registered nursing, practical nursing, x-ray technology, dental hygienists, etc. In the building trades, plumbing and electrical wiring most often are licensed occupations; in service occupations, barbering and cosmetology are most often licensed.

Conclusions and Implications

From the study it is apparent that both accreditation and evaluation of occupational education are undergoing metamorphosis. Among the several reasons for this metamorphosis are the rapid expansion of postsecondary occupational education to meet the increased demands for technicians and skilled craftsmen; the increased emphasis upon comprehensive community colleges, technical institutes, and area vocational schools as vehicles for programs of occupational education; and the tremendous increase in federal funds earmarked for occupational education. Concomitant with the increase in federal funds for occupational education (18-fold over the last decade) has been a demand by Congress that the quality of occupational education supported by federal funds be demonstrated. To this end Congress has required that a substantial portion of federal funds for occupational education be used for research, development, and evaluation and that institutions receiving federal funds be accredited by accrediting agencies or associations recognized by the Commissioner of Education as being "reliable authority as to the quality of training offered by educational institutions and programs."

Despite the rapid changes which are taking place in the accreditation and evaluation of occupational education, major problems still exist. In the following sections are conclusions which appear warranted from the data analyzed in the preceding chapters. Where feasible, the conclusions are grouped by chapter of the study in the order presented.

Regional Accrediting Associations

Within the last three years, major changes relating to accreditation of occupational education have occurred in three of the six regional accrediting associations: the New England Association, the North Central Association, and the Southern Association. These changes have, for the most part, been effected to provide access to accreditation for postsecondary occupational education institutions not previously eligible for consideration within these associations. The other three associations--the Middle States Association, the Northwest Association, and the Western Association--have indicated that their present structures are adequate to the needs which exist in their regions.

The changes which have taken place within the New England, North Central and Southern Associations have, to varying degrees, served to

give greater voice to occupational educators in determining the standards and evaluative criteria by which occupational education will be assessed and have provided for more equitable representation of occupational educators on policy-making boards and committees within these associations. These efforts establish precedents and are to be applauded. In spite of these efforts, problems relating to the accreditation by regional associations of institutions offering postsecondary occupational education still exist. These problems, which exist in varying degrees within the regional associations, are attributable to three primary sources: (1) inappropriate administrative structures; (2) inadequate and irrelevant standards and evaluative criteria; and (3) a lack of scientific foundation in the accrediting process.

The regional accrediting associations were initially formed to accredit four-year colleges and universities on the one hand and secondary schools on the other in an era during which occupational education was confined to apprenticeable trades or relegated to "vocational training schools" for delinquents. Because of the initial purposes behind the formation of the regional associations and because of the interests represented, two separate commissions evolved--one to accredit colleges and universities and one to accredit secondary schools. All interests of both these commissions were directed to academic education aimed in secondary schools at preparing students to enter the colleges and universities and aimed in the colleges and universities at bachelor's degree-level and subsequent post-baccalaureate work.

Accreditation's status quo was first challenged by the new junior colleges which emerged in the 1920's and 1930's. It is a historical fact that these junior colleges fought a long and hard battle for academic respectability and acceptance by the regional accrediting associations. Finally, after much effort, they succeeded in inducing changes in the structure of accreditation. Unfortunately, the problems presented by the junior colleges pale in comparison to those which are now presented by occupational education. Junior colleges, for the most part, confined themselves to the first two years of a baccalaureate program, but occupational education ranges in level from the junior high school through the equivalent of the first two years of a baccalaureate program. To further complicate the problem, occupational education at the postsecondary level is offered in comprehensive community colleges, technical institutes, area vocational schools, and even in institutions which function as technical-vocational high schools in the daytime and as postsecondary occupational education institutions in the evenings.

These above cited circumstances, which reflect initially entrenched interests in the regional accrediting associations and a vast diversity in levels of occupational education and types of institutions in which it is offered, coupled with regional differences in approaches to providing occupational education, have resulted in a hodge-podge of approaches to accreditation of postsecondary occupational education none of which, to this date, is adequate to the task. Currently, postsecondary institutions offering either academic education (college transfer) or occupational education leading to an associate degree are eligible for consideration for accreditation in all the regional associations by the commissions which accredit colleges and universities, but postsecondary

occupational education institutions not awarding associate degrees are eligible for accreditation in only three of the regional associations--New England, North Central and Southern--under a different administration structure in each. To date, only of of these, the New England Association, actually accredited such an institution. This accreditation did not include a full institutional evaluation.

The New England Association's efforts to accredit non-degree-granting postsecondary schools and technical-vocational high schools have been through an ad hoc committee of the commission which accredits public secondary schools, with strong indications that an independent commission will evolve with responsibility for accrediting all occupational education at grade levels 10 through 14 unless offered in a comprehensive community college. The North Central Association has renamed its Commission on Colleges and Universities the Commission on Institutions of Higher Education and has indicated that this commission is taking the necessary steps to extend eligibility to all postsecondary institutions, degree- or non-degree granting. The Southern Association has formed a separate independent Committee on Occupational Education to develop separate standards for and to eventually consider accreditation for non-degree-granting postsecondary occupational institutions. It is probable that this committee will also evolve into an independent commission. Within these three associations these marked differences exist even though the technical level and the vocational level programs may be identical in scope, level, and intent between the institutions offering degrees and those not offering degrees. As indicated previously, postsecondary occupational education institutions not granting degrees are precluded from eligibility for consideration for accreditation in the remaining three regional associations. A very important subsidiary question which arises at this point concerns the attention given by these college commissions to programs which do not lead to a degree but which are offered in degree-granting institutions. An inescapable conclusion, following from the logic which excludes non-degree-granting institutions from consideration, is that such programs are of little concern to these commissions. Few would argue that the best interests of occupational education are served by such diverse methods of categorizing occupational education as those described above. What is needed is uniformity in approach among the regional associations--an approach which will recognize that occupational education is an entity in its own right and as such deserves equal standing with academic education in the secondary schools and in the colleges and universities, entitled to be governed by those with expertise in occupational education.

This question of governing introduces another legitimate concern of occupational educators, the extent to which occupational educators or representatives of two-year colleges and technical institutes offering occupational education are represented on these commissions which accredit colleges and universitites, comprehensive community colleges, and degree-granting technical institutes. Analysis of the composition of these commissions makes it very clear that they are dominated by representatives of higher education, primarily presidents, vice-presidents, and chancellors of colleges and universities, and that representation of

four-year colleges and universities on these commissions far exceeds the proportion of their institutional membership. In the Southern Association the Commission on Colleges, which defines its jurisdiction as including all institutions offering associate degrees, (including technical institutes which offer no programs designed for transfer), has an institutional membership comprised of approximately sixty percent four-year institutions and forty percent two-year colleges and technical institutes. Yet only 19 percent of the Commission membership represents such two-year institutions. As a matter of fact the public schools have more representation (20 percent) on the Commission than do the two-year colleges. In the Middle States Association two-year colleges account for more than 14% of the institutional membership of the Commission on Higher Education, yet out of 17 members the Commission has only 1 member (six percent), a community college dean, representing two-year colleges. The North Central Association Commission on Institutions of Higher Education at present has 5 of 64 members (8 percent) representing two-year colleges, yet such institutions comprise 20 percent of the membership. It seems abundantly clear that if two-year colleges, technical institutes, and area vocational schools are to receive equitable representation within the regional associations, there must be a realignment of institutional membership of two-year institutions. Such realignment, it is hoped, would ensure adequate representation of those with responsibilities and expertise in occupational education and recognize that dichotomization of postsecondary occupational education between two commissions solely on the basis of whether an associate degree is awarded upon completion certainly is not an appropriate solution to the problem. A restructuring of the regional associations to provide equitable representation for occupational education under a tenable administrative structure is long overdue, and those in positions of responsibility in occupational education should accept no less. Finally the present structure which dictates that the interactions of the accrediting process are exclusively between an institution and the regional association, completely bypassing state boards of education and state-level officials having overall responsibility for a system's operation, ignores the realities of responsibility and authority of highly centralized state systems. Bylaw modifications are in order to ensure equitable representation of these officials in the associations' power structures.

The problem of inadequate and irrelevant standards for the evaluation of occupational education seems in great part attributable to the problem of administrative structure discussed above. The commissions which accredit four-year colleges and universities, which as pointed out previously are dominated by representatives of senior colleges and universities, have deduced that the standards by which four-year colleges are judged are applicable with minor modifications to two-year institutions offering occupational education. Aside from the fact that, in a psychometric sense, these standards have little demonstrated validity in the assessment of quality in four-year institutions, no recognition is made of the fact that the objectives of occupational education are often entirely different from those of

academic education at either the two-year or four-year level. Whereas postsecondary academic education strives to raise standards through highly selective admission practices which ensure highly competent and homogeneous groups, occupational education strives to provide opportunities to a broad spectrum of potential students. Whereas academic education places major emphasis upon the academic preparation of instructors, occupational education places emphasis upon relevant previous experience, skill and expertise in the field taught. Whereas much academic education is directed inward (or upward to graduate school), occupational education is closely aligned to and draws upon the expertise of those who employ its graduates. These are only a few of the reasons which lead one rationally to the conclusion that occupational education should be judged by standards and evaluative criteria that are different from those used to assess quality in academic education. These help to explain why the majority of responding state directors of vocational education and directors of two-year college systems indicated a belief that present standards by which regional associations evaluate occupational education are inadequate and irrelevant. Moreover, to contend, as do these commissions, that each institution is evaluated in terms of its stated objectives is to acknowledge a lack of understanding of and appreciation for the role of occupational education. Due partly to the residual role of occupational education--it must strive to serve the needs of a variety of people whose needs are unmet by restricted purpose secondary schools and colleges--any institution offering occupational education has a broad obligation to society. Each institution should be evaluated in terms of its effectiveness in meeting this obligation, regardless of whether the many facets of this responsibility are acknowledged in formally stated institutional objectives.

The most alarming finding of the study, which applies equally to the regional and specialized accrediting agencies, is the lack of application of scientific principles and techniques to the evaluative process upon which the decision to extend or deny accreditation rests. Charges were found in the literature claiming undue emphasis upon process to the neglect of product, the use of empirical methods in the development of standards, and a lack of knowledge of the reliability with which standards could be measured or the validity of these standards in predicting quality in the product of the educational process. These charges were amply substantiated in the study. Nowhere in the literature of any of the regional or specialized accrediting agencies was there found evidence of efforts to determine interrater or replication reliability of standards and criteria measurement or a determination of the correlation between process and product variables. If such studies exist it behooves accrediting assocations to make available these data for analysis of implications and suitability of procedures and techniques. With the measurement knowledge and accuracy available in present statistical and psychometric techniques, those responsible for the effectiveness of occupational education should insist that the assessment of occupational education be placed on a scientific basis. To that end the reliability and validity of presently used subjective and empirical standards and criteria must either be demonstrated or such standards and criteria must be abandoned.

Specialized Accrediting Agencies

Many of the observations and conclusions made concerning the regional associations apply equally to the specialized accrediting agencies, although the problem of specialized accreditation is not nearly so great an issue in public institutions offering postsecondary occupational education as is regional institutional accreditation. With the exception of a few of the allied medical specialties and certain fields of engineering, specialized accreditation is not widely sought by public institutions. The major issue concerning specialized accreditation is congressional action tying eligibility of public institutions for publicly appropriated funds to the requirement of specialized accreditation. Such an act makes such agencies quasi-legal representatives of the public interest. Yet the study showed that few of these agencies or associations have bylaw provisions which will allow representation of the public interest by persons who have no vested interest in the decisions made or of occupational educators on policy-making boards. This is particularly true of the American Dental Association, the American Medical Association, the Engineers' Council for Professional Development, and, to a lesser extent, the other specialized agencies which accredit in the public realm. Notable exceptions to this are the accrediting agencies which accredit in the proprietary sector. The concept of representation of the public interest on the boards of both the regional and specialized associations is equally cogent in that both have also become vehicles by which public institutions are made eligible or ineligible for publicly appropriated monies.

The Federal Government

The two major implications of the federal government's role in the accreditation and evaluation of occupational education are found in the substantial amounts of funds earmarked for research efforts under various acts and in the activities of the Commissioner of Education, acting under congressional mandate, in the recognition of specialized and regional accrediting associations as arbiters of quality in education and, as such, determiners of recipients of federal funds. Certainly occupational educators should be concerned about the proportion of research funds spent to improve the evaluative process in occupational education and should act accordingly, but the activity of the federal government which concerns a major principle is that of recognition of accrediting agencies. To this time the regional associations and others recognized by the National Commission on Accrediting have been recognized without evaluation, but the newly created Accreditation and Institutional Eligibility Unit in the Bureau of Higher Education has established a timetable whereby each agency currently recognized must undergo evaluation by that Unit. The criteria that the Unit will use, as published by the Commissioner of Education, were analyzed in the study; it is apparent that not all these criteria are adequately met by the various specialized and regional associations. To this time these organizations have considered themselves completely autonomous and responsible only to their members. One can only speculate as to what will happen if these criteria published by the Commissioner are

rigorously applied and recognition is denied some of these associations. Such action could force a consideration of alternatives to the present approach, such as the recognition of state agencies, the establishment of other accrediting agencies, or the establishment of federal machinery for nationwide accreditation. Unless both the regional and specialized accrediting associations make needed changes in administrative structure, broaden representation, and undertake a scientific investigation of their standards and evaluative criteria, a consideration of alternatives should not be ruled out.

The States

Analysis of data concerning state efforts in the evaluation of postsecondary occupational education added little knowledge of a scientific nature to that already obtained. Scientific research concerning evaluation of occupational education is as lacking among the states as it is among the accrediting agencies, and apparently the same tacit assumptions are applied to the evaluative criteria used. Many of the states have, however, gone much further in the development of specific evaluative criteria which have some degree of objectivity than have the accrediting associations which are satisfied to use broad and subjectively stated standards or "guides." While only seven states indicated the use of state accreditation, an additional nine have formal programs of institutional evaluation which is comparable. Also, many other states acknowledged the use of program or curriculum evaluation which, if applied to all programs, easily approaches institutional evaluation. When various factors are considered, it appears that evaluation as practiced by many states is comparable to that practiced by the specialized accrediting agencies and the regional associations.

In conclusion, this study of accreditation and evaluation of occupational education, with emphasis upon an analysis of the accreditation components, has served to illuminate several facets of accreditation as it applies to postsecondary occupational education. First, there is a dichotomy between the literature on evaluation of occupational education and the literature on accreditation of occupational education, although the very essence of meaningful accreditation rests upon a reliable and valid process of evaluation. Second, accreditation faces what is perhaps its greatest challenge to date in providing for meaningful accreditation of occupational education. This challenge is accentuated by the diversity in types of institutions and the range of offerings of occupational education and is compounded by the fact that historically institutional accreditation has been concerned only with academic education at the secondary and college levels; hence, its administrative structure is adapted to this end and entrenched with those interests. During the last three years there has been a marked effort on the part of three of the regional accrediting associations to make changes and adaptations which in their minds are suitable to the needs of occupational education. Unfortunately, each is pushing in a different direction and none of these approaches fully satisfies the needs of occupational education. Third, there is a very prevalent feeling among occupational educators that the standards and evaluative

criteria used to evaluate occupational education are mostly inappropriate or irrelevant. This feeling is probably nurtured by the fact that those with expertise in occupational education lack equitable representation on the policy-making boards and committees as well as on the staffs of the regional and specialized accrediting associations. Finally, the study shows a lack of application of scientific techniques in assessing the reliability of the standards and evaluative criteria used and a lack of demonstrated validity of the relationship between the variables measured and the presence of "quality" in the students who complete accredited programs. It seems reasonable to conclude, in spite of recent major changes, that if more significant advances in the above named areas are not forthcoming in the near future, more viable alternatives for the determination of quality in occupational education will be pursued. This prognosis is made with the full belief that existing accrediting organizations are completely capable of making needed changes and that the best interests of occupational education will be served by working within the present accrediting structures if these changes are forthcoming.

GLOSSARY

Accredit. To recognize an educational institution as maintaining standards that purportedly insure the quality of its educational process and product. Such recognition may qualify graduates of the institution for admission to higher or more specialized institutions or training or for professional practice.

Area Vocational or Vocational-Technical School. A public institution designed to provide occupational education for a particular geographic area. Such institutions usually offer postsecondary occupational education and may provide occupational education for high school students from the high schools of the area. These institutions usually do not offer associate degrees for successful completion of technical programs.

Basic Adult Education. Literacy training for adults or those past high school age. Usually limited to an equivalent of grades one through eight.

Community College. A comprehensive postsecondary institution usually offering the first two years of a baccalaureate program (college transfer) and occupational programs up to two years' duration. Such institutions may also offer extension, upgrading, and adult education programs.

Curriculum. A group or sequence of courses and related activities designed to meet a specific educational objective.

Evaluate. To examine and judge. When used in the context of educational curricula, programs, or institutions, it implies a systematic and scientific procedure whereby the quality of the educational process and product is ascertained.

Extension Courses. Courses which are offered outside the normal curriculum program. Such courses may be offered in the day or evening, within or outside the institution. Such courses are usually designed to accomplish a specific purpose independent of other courses.

Extralegal Accreditation. Accreditation by an organization or association which is not regulated or sanctioned by law. Historically, the regional, professional, and other specialized accrediting agencies have been considered to be of this classification.

General Adult Education. Any type of course or program open to the public at large, not a part of a curriculum, and designed for general enrichment or personal gratification.

Higher Education. Education beyond the high school which is specifically designed to lead to a bachelor's or higher degree.

Instructional Program. The resources and activities within an institution which are specifically or primarily directed toward the instruction of the students.

Junior College. Historically, an institution which offers a two-year program designed to parallel the first two years of senior college or university work leading to a bachelor's degree. Within the last two decades many public junior colleges have, by legislative mandate, begun to offer occupational education without a change in designation.

License. A permission granted by competent legal authority to engage in a business, occupation, or activity otherwise unlawful.

Occupational Education. Education or training which is designed to prepare an individual for entry into gainful employment upon successful completion, but excludes education which culminates in a bachelor's or higher degree.

Post-High School. Beyond the high school in terms of either age of clientele or subject matter content.

Postsecondary. Synonymous with post-high school.

Special Purpose Institution. A term used by higher education and accrediting associations to designate a postsecondary institution which does not offer course work leading to a bachelor's degree. Usually refers to a technical institute or an area vocational school.

Technical Education. Education designed to prepare an individual to function immediately below the engineer or other professional employee. Such education is designed to impart a combination of skill and theory with more emphasis upon the theory necessary to act as liaison between the professional employee and the skilled worker. Such education is usually considered "college level" and designed to lead to employment upon successful completion. An associate in applied science degree is usually given upon successful completion.

Technical Institute. A postsecondary institution which offers technical education and which may offer vocational and adult education.

Two-Year College. A general term including both comprehensive community colleges and junior colleges which may offer occupational education.

Upgrading Training. Education designed to improve the skills or knowledge of a person within the occupation of current employment. Such training may lead either to increased proficiency in a particular job classification or to a promotion to a higher job classification within the area of employment.

Vocational Education. Education designed to lead to employment within a specific skill area. Vocational education is usually considered less than college level and emphasizes the development of a salable skill with only that theoretical knowledge required to understand the operations required to be performed. Vocational education may be offered at either the high school or postsecondary level. When offered in a postsecondary institution a certificate or diploma is usually awarded upon successful completion.

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